

# THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

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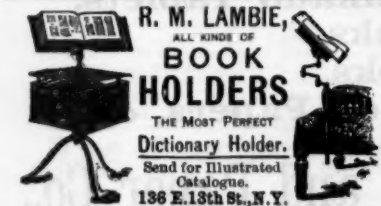
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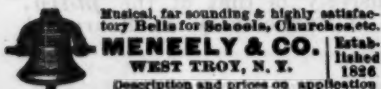
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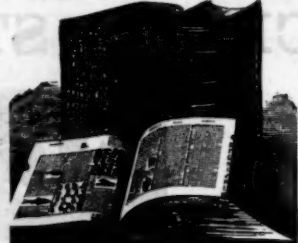
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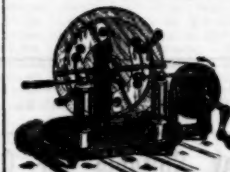
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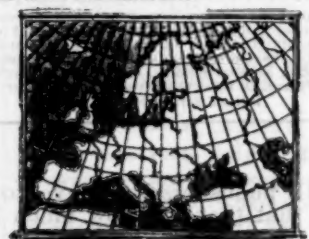
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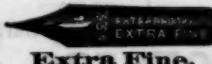
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### CONTENTS.

#### EDITORIAL.

Education—What Morality Includes—Attention of the Class—What Froebel Said—Teachers' Educational Classes..... 299  
The Teacher's Power..... 300  
The Philosophy of Education..... 300

#### EDITORIAL NOTES..... 300

#### EDUCATIONAL ARTICLES.

The Value of Industrial Education..... 301  
Shallow Culture. By Supt H. S. Jones..... 301  
Pine Grove School.—V. By Byron A. Brooks..... 301

#### THE SCHOOL-ROOM.

Reading in Intermediate Grades. By Ida Wells..... 302  
Concerning Keeping-In. By An Ex-Principal..... 302  
Book-Keeping. By Wm. M. Giffin, A.M..... 302  
Blackboard Work..... 303  
How to Teach Spelling. By L. F. Lewis..... 303  
A Good School Desk..... 303  
Suggestions for Thanksgiving Exercises in the Class Room..... 303  
Mind Studies for Young Teachers.—III..... 304

#### GENERAL EXERCISES.

A Thanksgiving Exercise..... 304  
Brief Lesson Plans..... 304  
Persons and Facts..... 305  
Things of To-Day..... 305

#### EDUCATIONAL NOTES..... 306

New York City..... 307  
Representative Educators of the West.—II. By C. Dean..... 307

#### LETTERS..... 307

#### BOOK DEPARTMENT

New Books..... 308

WE publish the Journal for the benefit of inquiring teachers, anxious to improve. The high and perfect ones who need no improvement, do not belong to our constituency. They are fossilized. In each number of this paper the working teacher will find substantial help. Notice in this number "The Teacher's Power," "The Philosophy of Reading," "Shallow Culture," and all the "School-Room" articles. Read "Mind Studies for Young Teachers" and "Brief Lesson Plans."

We want the transcript of actual school-room work of the best kind. There are many excellent lessons that are lost, except to a few, that should be published for the many. Will our readers send them to us?

"EDUCATION includes all those influences and disciplines by which the faculties of man are unfolded and perfected. It is that agency that takes the helpless and pleading from the hands of its Creator, and apprehending its entire nature, tempts it forth, now by austere, and now by kindly influences and disciplines, and thus mold it at last into the image of a perfect man, armed at all points to use the body, nature, and life for its growth and renewal, and to hold dominion over the fluctuating things of the outward. It seeks to realize in the soul the image of the Creator. Its end is a perfect man. Its aim through every stage of influence is self-renewal. The

body, nature, and life are its instruments and materials. Jesus is its worthiest ideal—Christianity its purest organ. The Gospels are its fullest text-book—genius is its inspiration—holiness its law—temperance its discipline—immortality its reward."

IT is a matter of legal enactment that the teacher must be a moral man—he is required to have a "good moral character." Though this requirement is evaded in many cases, the public expects morality as a qualification of the teacher. What gives morality to the teacher? What increases moral force and power in the teacher?

Morality includes religion; the greater always includes the less. Hence, the teacher must be a religious man. It is not asserted that he should be a member of any particular sect, or in fact any sect at all; though, as a matter of fact, a man who is a member of an organization that makes its object the culture of its members in morality and religion is far more likely to be a better man than one who is not. A man without religion must be one who cannot admit that the Creator of this wonderful world is entitled to reverence and love. The most degraded nations endeavor in various ways to express this; their attempts show that the human heart is religious by nature. In this civilized land, the teacher, we repeat, must be religious. There must be in his heart a deep reverence for the Father of his spirit, and an earnest longing to be like him, a conscientious obedience of the commands he has made.

In his daily work the teacher will see and feel his need of the deepest religious culture. We do not counsel the teacher to pray with his pupils or not to do so, that is settled by the surroundings; what we want to impress on the teacher is that he needs to pray for himself. In a little village in Ohio many years ago some discouraged ministers met to discuss the needs of the sparsely settled country. They turned to the eldest one present, a white-haired man and said, "What shall we do?" He looked up, paused a moment and then said, "Let us pray." Let the teacher make his own fitness for the tasks before him a subject of daily and hourly prayer. More teachers fail from spiritual weakness than from ignorance of branches of knowledge they are teaching.

In a school in western New York there was several years ago a lady in charge of a very large department and whose influence was unbounded. One of the trustees of the school often used to refer to her wonderful influence and say, "Yet she only weighs ninety pounds." She was the daughter of Quaker parents, and declared to her pupils the old Quaker doctrine, (that Socrates had long ago announced) that there is a spiritual influence that will come to one if he makes room for it. It was her spiritual power that enabled her to work what seemed to be wonders to on-lookers.

Let no teacher neglect the counsel to pray for spiritual help in his important work. Ajax, the heathen, put up the prayer "only give me light, Father Jupiter;" and will the Christian teacher do less? In the school-room it is spirit battling with spirit; once it was the stronger body that was the superior, now it is the stronger spirit that rules. How else can the teacher replenish the spiritual waste so well as by praying? A spiritual power he must be or he is no teacher—no former of character. The new phase of education before the public is really the outcome of the perception that the teacher is a spiritual force.

And finally, the man with a spiritual side to his mind will know more of any branch of knowledge and teach it better than one who has neglected thus to perfect his nature. The noblest character in the world, the men who are doing the most in the world, are men who employ the force that comes from enlarged spiritual natures.

IT is often said that a teacher should never commence a recitation until the attention of every member of the class is secured. This is almost equal to the well known command of the good old mother to her son, "not to go in swimming until he knew how to swim." Attention must be secured by what the recitation is. The force going out from the very interest in the work, should command every mind. A few Sundays ago we heard Dr. Talmage. He said some things we didn't exactly like, and in a way we much disliked, but he held the attention from the first to the last, through the force of his thoughts. He was forgotten in what he said. The teacher often has an inattentive class at first, but if there is skill, he does or says something that rivets not only the eyes but the thoughts of his pupils. He holds them to the work, not by commands, or threats, or entreaties, but by the force of his teaching power. He sends the class away, talking and thinking about what he did and said, not about how he looked or commanded.

It is not uncommon to hear a teacher say, "Now, give me your attention." In response the children may look and appear to be interested but they may not be thinking about what the teacher is saying at all. They may be like a poor foolish boy, whose attention his mother had tried in vain to get without success, but one day while she was talking to him he looked at her intently. She poured forth her whole soul, apparently reaching his; but judge of her grief when he said, "Mother your under jaw moves, but your upper doesn't!" Mind attention is usually secured through the medium of the eyes but not always. All the means of securing attention can be summed up in a few words: Heart interest, firm determination to make others feel as we do, and skill in seizing the right times and ways. This is about all. Never scold, never command, never beg. Go at the work determined others shall feel as you do and sooner or later they will feel.

WHEN Froebel was about to die, he asked that his bed be placed by the open window. "I have," said he, "made a companion of nature all my life long, and would pass my last hours in her society." The means furnished for man's education on this planet are God's work—or as we commonly say, Nature. The really educated man is deeply drawn toward nature, therefore; nor can we call a man educated who is not deeply involved with nature and her ways; he may be a learned man however, that is, have book knowledge. Let the teacher look carefully into himself and see if he has the feeling of this prince among teachers. Let him ask himself, "Do I make a companion of nature?" If he cares little or naught for nature, then he lacks qualification for school-room duties.

OF more importance than Teachers' Reading Circles are the Teachers' Educational Classes. These are beginning to be formed, and these are the plans for them: 1. Those desirous of entering on teaching join the fourth class; those who have a third grade certificate are in the third class; the holders of second and first grade certificates are in the second and first classes respectively. 2. Under the direction of the county superintendent these meet in the summer and review the studies assigned the previous year; are examined, and if found qualified are advanced. 3. Those completing the first class are ready for the state examination and become professional teachers and receive the degree of M. E.—Master of Education.

We urge the formation in every county of these Teachers' Educational Classes. They exist in the noble state of Iowa to some extent, and perhaps elsewhere. Let us hear from teachers about this. Let us advance!



## THE TEACHER'S POWER.

The evening of Election Day is one of excitement among the boys in New York City; the streets are filled with a noisy throng standing around bonfires. Passing through the western part of the city at the last election, the bonfires were seen as usual, surrounded by the eager throngs of boys of all ages. A short distance from this scene of enjoyment a building was reached where a brightly lighted room enabled the passer-by to see an interested group of youths within doors. As their faces were directly in front, every play of emotion could be seen. There was a smile started, it ran like a flash around the whole room; it became a laugh, then applause broke out,—the lightning and the thunder we thought.

What caused these boys to leave their homes and the illuminated streets to sit on those benches? I looked on and listened and found a lecture on Africa was the attraction. I rather envied those boys when I looked into their faces. The happiness they exhibited was of a pure and lofty kind; it recalled a picture of Abraham Lincoln sitting by the side of the hearth reading by the light of the fire. There is moral beauty in the homeliest face when this expression comes over it.

I thought as I went in of the teacher's power,—to interest, to instruct, to elevate. Here was a man with a magic that the world yields to, merely telling of a distant continent and arousing emotions of the most pleasing kind. Mr. Page, speaking of a similar scene, says:

"A breathless silence pervades the room, the countenances of the children, upturned towards the teacher, beam with delight. As he kindles into earnestness and eloquence they kindle into responsive enthusiasm."

The teacher is in the place of power, and if young beings are to be won from evil ways he is the one to do it. Is he doing it? How far-reaching his influence may be we all of us know, do we not? Let us look back on our youth and see where the teacher's influence came in. Like the boys in the street around the bonfires, we had our attention on that that was ephemeral, but the teacher employed his art and interested us in other things. "He gilded everything he touched," says one writer. So we recollect that even learning the multiplication table was made a pleasure.

The power the skillful teacher has in attracting attention and moulding the character is enjoyable to its possessor.

"I feel better after preaching," says Dr. Chas. F. Deems. "It relieves me to tell people how to be better." So it is with the skillful teacher. But then it must be *power* that he exerts; and not a *routine* that he puts in the place of it.

## THE PHILOSOPHY OF READING.

There is a reading that is not reading at all. True reading is a mental process. This so-called reading is purely a mouthing operation. Pupils often "read" a page, and when called upon to tell what they have "read" can give very little, if any, sensible reproduction of the thoughts the words expressed. When ideas are taken in from the printed page the mind often becomes totally unconscious of the words, being fully occupied with the thought. The speaker, even using a manuscript, frequently forgets his paper in his interest in the ideas he is conveying. So his audience forget him in their interest in what he is saying.

I. *The first necessity of good reading is the power of abstraction.* When the mind can concentrate itself upon what is before it, to the exclusion of all else, it is in a condition both to read and remember what it reads. This power, then, must be early cultivated, if good readers are to multiply. How this can be done should be the constant study of primary teachers. The following means can be employed:

1. *Telling short but interesting stories.* These must be reproduced by the pupils, and if any point is omitted, or not told correctly, the story should be told again, each member of the class requested to notice what they did not notice at first. In this way the minds of beginners will be trained to attend to the ideas the words express.

2. *Reading interesting selections, not stories, to the class, requiring oral reproductions.* Care must be taken not to permit verbal memorizing. Most pupils will at first try to retain the very words. This habit must be broken up. Thought is the end of attention in this exercise.

II. *The second necessity of good reading is the power*

*of independent thinking and judging.* "Is the author right?" "I do not believe that man told the truth." "These are not good descriptions," "This is excellent," will be a few of the thoughts that will find expression. Habits of personal judgment can be cultivated in the primary class. A story of an ignoble or a noble deed can be discussed, and such questions asked as, "What ought to have been done?" "What would you have done?" The reader, either old or young, who is not accustomed to judge for himself will never become a good reader. If he simply absorbs, he will become an intellectual sponge, always taking in, but never acquiring solidity and force. There are thousands of great readers who get no good from their reading. They take a sort of animal delight in reading. One story is skimmed after another, and soon forgotten. They keep nothing they have received. The only gratification they get is the pleasure of the passing moment. This superficial habit becomes a mania for sensational stuff of little literary value, and the habit grows by what it feeds upon, until nothing is relished except the most exciting plots and circumstances.

III.—*The third necessity of good reading is literary sympathy with the thought.* This implies knowledge. To read Dickens one must understand something of English life. To read Milton's "Paradise Lost" understandingly, one must be a most thorough student of theology and style. Shakespeare is appreciated by a few who know English and Roman history, and love pure thought, and the study of human nature in all its phases. One will read Tennyson's "In Memoriam," or "Gray's Elegy," or Bryant's "Thanatopsis" unmoved; another will show all the deep emotions their thoroughly sympathetic and intellectual authors had. Some shallow story-tellers are all sympathy, no brains, but the real thinkers who have written and spoken have had great hearts and great heads. They have thought, and felt, and expressed. No one can read Webster's magnificent address to the revolutionary war veterans at the laying of the corner-stone of the Bunker Hill monument, commencing, "Venerable men," understanding the history of the famous war, and the circumstances with which Webster was then surrounded, and not be moved to tears. But more than being a mere historian, a good reader must have a heart and a mind very near the deepest pulsations of life, and be able to penetrate the secrets of the noblest souls. This requires, labor, patience, knowledge, and thought. The intelligent teacher commences with young minds not knowing what harvests and delights are to open as the years pass on. She may not herself be a profound student, but, understanding the philosophy of elementary reading, she lays the foundation in her pupils for the most delightful of human occupations—the communion with all the great and good whose words and actions are recorded on the printed page.

THIS is an important week in the world,—the week of prayer for young men. Thousands of young men in academies, colleges, normal, and high schools, in a few years are to be living forces in the world; more than a knowledge of geometry or grammar they need, to be earnest, true-hearted, right-minded, self-poised, and obedient to the commands of the Highest. Let the teacher fail not to pray for his pupils.

If persons who write to strangers would bear in mind that the only way those strangers have of knowing their names is from the signature, they would write it plainer. Sometimes these persons make a request for information, and then sign their names so illegibly that their best friends cannot interpret the hieroglyphics. Oftentimes this is on a postal card; it is often in letters with no stamp inclosed, so that he who would answer has his patience, and his good nature, and his purse attacked all at once. It seems to be thought by one who can read his own signature that every one else can read it too, but the reasoning is defective. Then comes the question, is this a man or a woman? Once a letter came in small and beautiful penmanship; it was published; it appeared as from Miss ——. The author in agony responded. "Don't put me down as a Miss; I am a middle-aged man." Let those who write to us write their addresses plainly, and put "Mr." or "Miss," or "Mrs." before their names if they use initials. And then if the letter needs an answer, a two-cent stamp, or an address envelope. There are enough puzzles to study over without having them poured in by mail in the shape of no post office, no state, illegible names. "Good friends, forbear!"

WE expect to give our readers occasional facts concerning the "Representative Educators of the West." The recent sketch of Supt. Howland by Miss Dean, was good, and only marred in a few copies by the insertion of "By" before Supt. Howland's name, representing him as the writer of his own life. It was the unpardonable sin of the printers, who insisted on keeping it in after repeated proof corrections. As soon as discovered the presses were stopped and the error corrected.

A GOOD program looks well on paper, but if it lacks mind, sympathy, and utterance in the meeting, it is a fraud. Yes, worse,—a *crime*; for inducements are presented and promises made that are far from being met. The dry husks of didactic truth are offered in place of juicy and nutritious food. It may seem a little ungracious, after this introduction, to present the program of so old and classical an organization as the *Massachusetts Teachers' Association*; but here is the bill of intellectual fare which President Ray Greene Huling has prepared for the coming meeting, Nov. 26-27:

EDWIN F. KIMBALL—Alcohol and its Effects on the Human Body.  
REV. J. T. DURYEA, D.D.—Moral Education in the Public Schools.  
PRES. ALICE E. FREEMAN, Ph.D.—The Responsibilities of Educated Women.  
LEWIS H. DUTTON—The Industrial Education of Girls.  
THOMAS M. BALLIET—The Nature and Development of Sense Perception.  
PRES. ELMER H. CAPEN, D.D.—Education for Citizenship.  
SAMUEL THURBER—Some Features of Secondary Teaching in Europe.  
J. O. SANBORN—The Sciences under Difficulties.  
HANNAH D. MOWRY—Methods of Conducting Recitations.  
M. GRANT DANIELL—Progress in Quantitative Pronunciation of Latin.  
H. E. HOLT—Music as a Means in Mental Training.  
ISABELLA S. HORNE—Practical Hints on Teaching Reading.  
ALBERT P. MARBLE, Ph.D.—The Presumption of Brains.

This promises well. Now for the feast. We hope to be there to receive and print what the intellectual and educational value of the work appears to be. We have no doubt as to the "presumption" and presence of brains we shall meet; but as to the quantity of genuine sympathy with progressive educational orthodoxy, we shall find we are not quite so certain.

WITH the publication of the November number of the *Illinois School Journal*, George P. Brown takes the editorial and business management of this magazine. John W. Cook continues as associate editor. Dr. Brown in his announcement says that he intends,—

"To publish a school journal that shall so combine the principles of teaching with the practice, that every teacher who reads it shall be helped to clearer thinking and better doing."

Four qualities make a successful educational editor—scholarship, successful school-room experience, courage in expression, and the instincts of a gentleman. We are glad to know that Dr. Brown fills all of these requirements, and we are also glad that he will have an opportunity to educate at least one of his near editorial brethren in three of the above particulars.

DURING the past week E. L. Kellogg & Co's new catalogue has aided a score of towns in ordering large pedagogical libraries. This is encouraging. It proves anybody cannot teach school in some places. Teachers study the literature of their profession more every year. The accumulation of libraries of professional books brings the means at hand for teachers to master the principles underlying their profession. A teacher who ceases to study and to learn is unworthy his calling. To-day the teacher who would be something must study, and work, and think. He must make sure that he grows, and that he grows in the calling in which he is engaged. He can only do so by constantly having on hand some fresh acquirement. His calling demands breadth of knowledge as well as special training, and it thus has at least the attraction of being inexhaustible.

It is sometimes difficult to know exactly how to conduct a meeting of teachers so as to produce the greatest good to all. Supt. Jacobus, of New Brunswick, N. J., has adopted the following order:

First. A criticism (oral or written) upon any of the books in the first year's course of study of the New Jersey Reading Circle.  
Second. A criticism (oral or written) upon any topic in any book of the course.  
Third. A selection from any book, which in the opinion of the reader, is worthy of special emphasis or of being put into practice.  
Fourth. Statement of any book from which any help, comfort, or benefit has been derived, and in what particular way.  
The exercises are varied by discussions of topics, books, or papers presented.

This is both good and suggestive, but no program, however excellent, will atone for a want of genuine heart interest in the science and art of teaching. There must be in a teachers' meeting a voluntary attention to the work. When attendance becomes compulsory and discussions perfunctory, the real good obtained is small.



## THE VALUE OF INDUSTRIAL EDUCATION.

TESTIMONY as to the value of industrial education is abundant, but there are still a few left who have been looking into the darkness of the past so long that they cannot appreciate the light of the present. The majority have their faces turned toward the light. The past is behind them. They are pressing on to something better than the old afforded.

The people are prepared for the new. Everything shows them that the present is a new age, that the old order of things has changed, and wonder why some teachers are so slow in adopting improvements in education. In every other department of work the new holds its place. Why not in the schools? In this connection we call the attention of our readers to the following forcible words by Charles Barnard. Read them carefully, they contain excellent thoughts:

There is a new kind of school and there are new lessons and new teachers coming. Books we must have. To learn, we must read. But we may read all about boats, and yet we can never learn to sail a boat till we take a tiller in hand and trim the sail before the breeze. The book will help wonderfully in telling us the names of things in the boat, and, if we have read about sailing, we shall more quickly learn to sail; but we certainly never shall learn till we are in a real boat. We can read in a book how to turn a beet in knitting, and may commit to memory whole rules about "throwing off two and puri four," and all the rest; yet where is the girl who can learn to knit without having the needles in her hands?

This, then, is the idea of the new school,—to use the hands as well as the eyes. Boys and girls who go to the ordinary schools, where only books are used, will graduate knowing a great deal; but a boy who goes to one of these new schools, where, besides the books, there are pencils and tools, work-benches as well as writing-books, will know more. The other boys and girls may forget more than half they read, but he will remember everything he learned at the drawing-table or at the work-bench, as long as he lives. He will also remember more of that which he reads, because his work with his hands helps him to understand what he reads.

I remember long ago a tear-stained book of tables of weights and measures, and a teacher's impatience with a stupid child who could not master the "tables." And I have seen a school where the tables were written on a blackboard,—thus: "two pints are equal to one quart," and on a stand in the school-room was a tin pint measure and a tin quart measure, and a box of dry sand. Every happy youngster had a chance to fill that pint with sand and pour the sand into the quart measure. Two pints filled it. He knew it. Did he not see it, did not every boy try it? Ah! Now they knew what it all meant. It was as plain as day that two pints of sand were equal to one quart of sand; and with merry smiles those six-year-old philosophers learned the tables of measures; and they will never forget them. This is, in brief, what is meant by industrial education. To learn by using the hands,—to study from things as well as from books. This is the new school, these are the new lessons. The children who can sew, or design, or draw, or carve wood, or do joiner work, or cast metals, or work in clay and brass, are the best educated children, because they use their hands as well as their eyes and their brains.

You may say that in such schools all the boys will become mechanics, and all the girls become dress-makers. Some may, many will not; and yet whatever they do, be it preaching, keeping a store, or singing in concerts, they will do their work better than those who only read in books.

## SHALLOW CULTURE.

BY SUPT. H. S. JONES, ERIE, PA.

The farmer of shallow culture has light crops, and the soil of his farm grows poorer every year. He is apt to plant many acres, but that which makes planting profitable—deep, thorough culture,—is neglected. A thin, skinning process makes it possible for him to run over a large area, with an income bordering on starvation as a result.

Shallow culture is not confined to the agriculturist. The field of education suffers severely from it. It is even more common than forty years ago, for the reason that it has many opportunities that open freely for its introduction.

When I was a boy a tiny grammar was placed in my hands, that taught young children quite emphatically about the use of the adverb. *Feel* was shown to be a verb, and *badly* and *sadly* were properly called adverbs, and the young pupil taught that *I feel bad* and *I feel sad* should be, *I feel badly* and *I feel sadly*.

In those days, a book was followed and worshipped; the teacher unhesitatingly believed what the book said, and his pupils were of the same faith, and so we went round feeling sadly and badly!

We can overlook the author's ignorance and the blind devotion of the teacher of the days of Father Daboll, who believed that common fractions were too abstruse for ordinary children, and gave them an honored place in the back part of his arithmetic. But in these days, crowded with books, papers, magazines, and lectures, a person has no excuse for rushing into print, or taking the platform as an authority, unless he has taken at least ordinary pains to inform himself on the subject he presents.

A modern grammar of fair pretensions teaches that I eat (ed) my dinner should be I ate my dinner. The shallow grammar makers, a few years ago, struck a literary "find" in *had rather*, and cautioned the young with upraised finger, "Never use *had rather* for *would rather*." The caution even effected some quite respectable newspaper and magazine writers, so that they shunned the use of this idiom of high aristocratic rank as to purity of English. A "Language Book" of recent manufacture, banishes *had rather* from good society as if it were a literary Cataline. The elocutionist, fresh from his lessons and a pedantic study of diacritical marks, and the pronunciation crank, are common illustrations of the effects of shallow culture. The sort of elocutionist referred to will face a body of teachers, and blandly inform them that he has made a speciality of pronunciation (she)ation, and that he will proceed to open their eyes and ears to a few of the vulgar errors in speech as found in social life and the school-room! *Off, cost, often, cloth, wrong, and coffee*, are put on the board, and the startling fact announced that *o* in each of these words, they will find by looking into their dictionaries, is marked "short" as in *not*! The "professor" proceeds to drill his audience out of a correct pronunciation, into one of pitiable affectation, because his study has been so thin and narrow that he has overlooked the instructions of the dictionary as to the pronunciation of *o* marked "short" in certain words.

The pronunciation crank appears in institutes, the social circle, and too often his bungling is seen in educational journals, and even in "standard" text-books! Recently, by the help of a religious paper and a pair of editorial shears, he sat in high position in a leading school paper. Shall we blame the orthodox editor or the "educationalist" who clipped and adopted the article? With such a happy send off of piety and education combined, the cranky list will go the rounds, confusing and misleading thousands.

On my desk lies a book fresh from the press, that looks after pronunciation with tender solicitude, but the compiler shows by what he directs, that he has no scholarly acquaintance with any standard dictionary.

Here and there are arithmetics putting before teachers and pupils the formula—"the gain or loss divided by the cost, equals the per cent. of gain or loss."

Recently an institute was called upon to solve the following, "A book costing five cents was sold for five dollars, what was the gain per cent.?" With hardly an exception the "standard" formula was applied and the answer announced as being 99 per cent.!

Better go back to Daboll, "The cost is to the gain or loss, as is 100 to the gain or loss per cent."

## PINE GROVE SCHOOL.

BY BYRON A. BROOKS.

## CHAPTER V.

At the conclusion of Miss Lovell's story all her pupils were gathered about her, listening with eyes and ears. For they were interested even more than in the story in the sight of the beautiful girl before them, with her fair, broad brow, with short curling, golden hair, and her large, lustrous eyes beaming upon them with sympathy and love, as she spoke. Even Bill Brown forgot his chewing-gum, and his jaws hung open as he still stood staring upon the fair apparition. The very fact that their teacher could feel such a kindly interest in her pupils was to them a lesson not hinted in their text-books or in their former instructions. Some had caught the significance of her story; that school-life is a part of the life of the world, which has been one of increasing knowledge, refinement, and happiness, as men have followed the guidance of wisdom and morality.

Miss Lovell knew, however, that most of them failed to catch the full import of the lesson, and that all would soon forget it. She did not expect to work a reformation in one day, but she had gained her first point,—she had established a right relation between herself and her pupils. There were now friends.

"Now, children," she said, "I promised you that we would have no lessons to-day, and we will talk of something else. This school-room is to be our home for some months, and we like to have our home as pleasant and cheerful as possible. I see that our windows have no shades. Who will come here to-morrow before school and help make some?" All hands went up. "I am glad you all want our home to be pleasant," she added. "I will bring some muslin and flounces, some of the older girls may bring needle and thread, and Jiles Jones

may bring a hammer and nails, and we will see what we can do." Jiles felt favored by the choice, while some of the other boys laughed at him. Bill Brown began to look sullen again. Miss Lovell saw it, and continued, "I noticed when I came in that there were many stones and sticks of wood scattered about the yard, and some of the rails of the fence were down. I will appoint William Brown a committee to see that the school grounds are put in order and kept so." This satisfied Bill Brown, for it gave him an opportunity to "boss" and direct others, in which he chiefly delighted. The teacher had noticed greater disorder in the outbuildings which she determined to mention to Mr. Smith and have remedied at once. "I also see, children," she concluded, "that there are no maps or pictures on the walls. How many of you like pictures?" Again all hands went up. "If any of you have any pictures at home not in use that you would like to see on the walls here, you may bring them. I will also bring some engravings of distinguished men and women, and some day we will have a lesson on their lives and work. I see we will also need a plank walk from the door to the street when rainy weather comes, and I will see if I can get some boards and some of the larger boys can put it down, can you not?" "Yes, ma'am," they all replied in chorus, with a look at Jiles Jones, who was well known for his skill with tools, though his father gave him little encouragement in thus "fooling away his time." Miss Lovell saw that she had made a fortunate choice of a carpenter, while Jiles bore his honors, blushing to find that he too was considered of some importance in the world. Then the teacher asked them some general questions as to the studies which they had pursued, and the methods of former teachers, not casting any reflections upon them, but seeing thereby how to secure the better way.

Then she pleasantly dismissed them to their homes, sending her respects to their parents, and saying she intended to call and make their acquaintance as soon as possible. This announcement also had its effect upon the scholars, who saw in it an intimation that their doings at school would soon be known at home, and thus it became both an encouragement and a warning.

When the scholars were gone, Miss Lovell sat in her chair almost oppressed by the cold gloom of the place, now that the bright faces of the children had ceased to adorn the plain pine benches scarred by the knives of several generations. The chair in which she sat, with one arm gone, seemed to have come from the neighboring bar-room, the blackboard with numerous holes and patches, the walls and ceiling discolored by recent rains, and the huge black stove in the corner of the room, cracked and broken, with its pipe tottering in its place, and seeming ready to fall on the slightest disturbance, were the objects that her eyes rested upon. If she had known of the volumes of discomfort contained in the cavernous stove and smoky pipe, she would have been still more disconcerted. But knowing not the ills to come she closed the shaky door and walked slowly along the streets, she observed of all she met, out into the country along the dreary meadow road to the farmhouse of Squire Smith, with whom she was to board until a suitable place could be found in the village. The scattered buildings, wood piles, and farming implements which surrounded Mr. Smith's house, were not calculated to restore her spirits. The disorder within was still worse. But when she saw Mrs. Smith, a small, untidy, careworn woman, with a tired, hopeless look seamed in her face, she could but pity her. She saw one of those weary farmers' wives whose work is never done. She spoke a few words, with a sad smile of welcome, and returned to the kitchen from which she seldom reappeared.

Left alone, Miss Lovell could not resist the impulse by a few deft touches to bring some order into the bare sitting-room, and when Mr. Smith appeared, a smile lighted his face as he noticed the cheerful change. After tea they sat long talking of general topics of interest and of education, in all of which she found him remarkably well-read and profound, while he enjoyed greatly the unwonted pleasure of intelligent and serious conversation.

When she mentioned the state of the school-house he promised to have the most needed repairs made at once, and explained that a new school building for a graded school had many times been discussed in school meetings, and voted down on account of the expense, while the proposition for a new building had been an excuse for not repairing the old one, as the site was not suitable. There was an old church in the village which was now unused, as there was not sufficient interest in the religious services to support them. None of the former congregation remained except Mr. Smith, and he had



offered to give the sight, if the village would raise the funds to remodel the building. But he had been unable to excite sufficient interest to accept the gift. Now, however, he felt that he had an efficient co-worker in Miss Lovell, and intimated to her that he hoped sufficient interest in the school might be aroused through her influence to awaken the community to their needs. Here was an additional incentive and encouragement to Miss Lovell, and she perceived that she had a work to do, not only for her pupils, but for their parents.

[TO BE CONTINUED.]

## THE SCHOOL-ROOM.

### READING IN INTERMEDIATE GRADES.

By IDA WELLS, Sage College, N. Y.

In the intermediate grade the well-established methods of primary work often cease to answer all conditions before the stronger reasoning processes of advanced work can be taken up. This is especially true of reading. In primary reading the first principle, comprehension of the thought, is secured by the word method with almost perfect success. The second principle, expression, is allowed to develop itself largely from the unconscious natural expression of little children. In the intermediate grade, however, the word method alone, by which we mean the development of each unknown word, is inadequate to the results to be accomplished. The reasons for this are obvious. Already the young student has accumulated a spoken vocabulary many times larger than his written one, and there is a still larger vocabulary which he understands without even attempting to use.

As reading becomes more general, comprehension of these words, new to him only in written form, must flow through constantly widening channels. Otherwise the reading lessons will become mere vocabulary exercises, in which any awakening of the mind by the inspiration of the thought, is next to an impossibility. It will become more apparent also with each year of school life that expression cannot always evolve itself from the conscious experience of the child. The limited experience of the nursery and the home have constantly widened to an infinite number, which he cannot interpret to himself much less to others; in fact he is all the while accumulating a store of materials, the use and the meaning of which it is a part of his education to teach him. I repeat, in the intermediate grades, it is *not* generally true that because the thought is understood expression will follow as a natural consequence.

Now follows the first suggestion I wish to present: Though the principles of reading remain the same, there must be a gradual widening of the methods and applications of primary work to suit the changing conditions of intermediate grades. Such a statement may seem superfluous, may also be considered a self-evident truth, but is it always recognized in our schools of to-day? Is it not true that the development process begun in the primary grades is often carried so far that the child of eleven or twelve is helpless without it? Are there not scores of young teachers—they grow wiser by experience—who would not care to have it known that they do sometimes in utter desperation read a passage for their pupils to imitate? If these are facts the statement may not be unnecessary after all.

The first and most important change to be developed in the intermediate grade, is the daily increasing power of the young student to acquire new words for himself by means of his knowledge of phonics, syllabication, accent, etc. The ability to do this is the key to many an enigma in the reading lesson, often as if by magic transforming the puzzling stranger into a familiar household friend. By this knowledge the pupil is able to possess himself unaided of all those words with which daily conversation has made him familiar, long before his limited reading has presented them in written form. In direct proportion to this power of acquiring new words he has prepared a new channel through which comprehension of the thought may flow, and thus the first and most important principle of good reading is being constantly established. The necessity of this knowledge of phonics has led to their introduction by many instructors, even into the lowest primary grade, but whatever may be said for or against this practice, it is a growing opinion that they become a pressing need in intermediate grades.

A second widening process which should become a distinct aim in intermediate grades is what may perhaps be called the *subjective* rather than the *objective* use of words. That is the habit of considering the meaning of

words from their relation to the thought, rather than the thought from the meaning of the words. In primary work, which is distinctively objective, this can be done but slowly; but in intermediate work it should widen into a definite aim. In this flexible English of ours the meaning of a word like the color of a chameleon, changes with its surroundings. Unless we are able to distinguish the different shades, like the eyes that are color blind we know nothing of the beauty that might be revealed to us. This second aim, if properly carried out, provides another channel through which comprehension of the thought may flow. We have thus met the demand for increased facilities with two processes whose development is absolutely unlimited.

Expression, in a reading lesson, has but one purpose—communication of the thought to others. Without this end in view it has no practical value whatever since those considerations which aim merely to please or entertain are accessories only to the main object. Yet how often is it taught simply as the "natural way of saying the thought." The ability to impart to others the various feelings and incidents which belong to ourselves, is not a natural gift even in daily life. On the contrary it is one of the results which distinguishes the educated from the illiterate man. So too, the power to communicate *written* thought to others is also a result of special and careful education toward that end. It requires the patient training of certain faculties which are not called into practice by appreciation of the thought merely. While it cannot be doubted that the greatest good the reading lessons of our schools can accomplish, is to awaken an enthusiasm for reading as a means of mental culture, at the same time they should not neglect those other results in elocution and oratory which are so much needed in our American civilization to-day. The intermediate grade can only begin the work which the higher schools must perfect, but wonderful results can be accomplished even here. The best reader in an intermediate grade that I have ever known, is a little girl about twelve years old who never fails to hold the attention of her class. Watching her carefully to discover the secret of her power, I soon saw that it lay in her constant effort to awaken in each of her young auditors the interest she herself felt in the selection she was reading. I have seen her almost unconsciously adjust herself gradually to her listeners, not satisfied until she held the undivided attention of the most restless. The special point I wish to make plain is, that oral reading should not always be the unconscious natural expression of thought, but rather the *conscious communication* of thought to others, success being measured largely by ability to command the responsive interest of the auditors. This one fact impressed upon the minds of even young pupils will supply them with an inspiration which is one of the most powerful incentives to action that can be given. The consciousness of power has been a delight to the human heart in all ages, and even a child may know its pleasures. Let a pupil once feel his ability to hold the attention of his class, to excite their interest, or more, their feelings by his effort,—though it may be but the simplest selection from the reading book which produces the result—and a devoted student has been won to the art of reading.

To sum up the principal ideas I have aimed to present—The intermediate grade should give *special* attention to

1. Phonics, as a means of self-dependence in reading.
2. The *subjective* rather than the *objective* use of words, as a means of fuller comprehension of the thought.
3. Expression considered as communication of thought, therefore,
4. To the rudiments of elocution and oratory.

### CONCERNING KEEPING-IN.

By AN EX-PRINCIPAL.

Many teachers "keep in" pupils; some do it for late-coming only, but some do it for misdemeanors of all sorts. There are many of them who doubt the efficacy of keeping-in, yet they do not see any other way.

I had a large school and I employed "keeping-in" in every department. I had a Latin class on which I prided myself a good deal. Every one of this class was almost a picked scholar. One day they seemed to have made up their minds for a "lark." One giggled and then another; when asked some question relating to the lesson, they did not know. I felt that the dignity of the school must be kept up and that the lesson must be learned. So I gave the command, "The class will stay after school." I was sorry to have my model class stay, but I felt it could not be helped.

The next week that class was kept in again; then it got to be two nights in a week, then three, then four, and finally it was the regular thing to stay after school. I was mortified; I was really angry with the class. I did not want to stay, and I felt it was not necessary that I stay, but they would come without their lessons.

I had an assistant teacher, a pretty wise fellow,—and he continued to say he thought it was "a habit they had got into." I pondered over the matter a good deal and determined to break up that habit. At the close of the lesson that day I said: "I fear I may have given you too long lessons. How much will you take for the next and not need keeping-in?" (There were ten sentences in the next lesson.) "Will you take eight?" No answer. "Seven? Six? Five? Four? (A stir arose.) Three? (They began to look at one another.) Two?" "Yes, sir." "Very well. Remember, no keeping-in." The next day that class was ready. After the two sentences were reviewed, there came the question, "How long shall the next lesson be?" It was settled at the same length as the other. I felt afraid they were wasting their time, but yielded.

Gradually the lessons were extended, but I had learned a lesson; I must not permit a class to fall into the habit of staying after school.

I employed keeping-in for small misdemeanors, but after a long trial found it was of little avail. I encouraged the pupils to stay if they *wanted to consult me*.

This plan I found to be good. I divided the school into sections, from 1 to 10. The dismissing hour was 4 P. M. At 3.15 I called off the names of the No. 1 section—those not reported as deficient, or late, or charged with misconduct. They rose and were dismissed. Then the names of the No. 2's, then of the No. 3's, and so on. Generally one-half went off with the No. 1's. Any pupil could stay if he thought he was in too low a number, and find the reason. Those who were late could make up the time during these 15 minutes. By struggling against "staying in" very much of it may be avoided. The last moments of the afternoon should be reserved for words of kindness and cheer.

### BOOK-KEEPING.

By WM. M. GIFFIN, A.M., NEWARK, N. J.

If one-half the time used in teaching the children the orthography of *needless* words was used in teaching them the important subject of bookkeeping, our boys and girls would leave the grammar schools with a very good knowledge of the subject, sufficient, at least, to keep their own private accounts, and to be a help to them all their lives.

It is not enough, however, for the teacher to show the pupils a form in the text-book to copy. Such teaching is of no practical use to the pupil. By this method alone the cash-book may balance every time and yet let the pupil have to deal with actual business and he is all at sea.

We will begin with the cash-book. Take some strips of paper, about the size of a dollar bill. Mark them in one corner, say the upper left hand, with \$1, \$2, \$5, &c.; then mark many others thus:

\$5 OCTOBER 1, 1886.

BUY BOOK.

Cost \$3.

OCTOBER 2, 1886.

COLLECT RENT.

\$9.

\$10 OCTOBER 3, 1886.

PAY ON ACCOUNT.

Amt. to pay, \$8.

Pass one of the slips to each pupil in the class. Keep for yourself thirty dollars. Now, to make it plain to the pupils when, and why cash is Dr. and Cr., hand John Stevens the \$30 and ask the pupils, who owes you the \$30. They will tell you, "John Stevens." "Why?" "Because you lent it to him." "Very well! now I have a



cash-box or drawer, or safe, which I will call "Cash," for short, and I put the \$30 in that. Now, who owes me?" "Cash." "Why?" "Because you lent it to Cash." "Then Cash is what to me?" "Dr." "What if I put \$10 more in the drawer?" "Cash is Dr. to \$10 more." "Right." "If George Kirk does me a good turn to whom should I give credit?" "To George Kirk." "If Cash does me a good turn to whom should I give Cr.?" "Cash." "Cash pays my rent for me, is that a good turn?" "Yes." "Then I must give Cash credit for doing what?" "Paying your rent." "Then if I take out any cash, to pay any bills, I must do what?" "Give Cash credit for it." "Very well, we are now ready to begin. I count my money and find I have \$30 to put in the cash. You may each make entry on your paper, which you have ruled the same as your cash-book." They each write on the Dr. side, "Oct. 1, 1886. To amt. on hand, \$30." I then call on the pupil to come to my desk, whose slip is dated Oct. 1. When Bertha comes and presents the slip upon which is written, "Buy book." I then say, "Bertha buys a book worth \$3, and pays me a \$5 bill. I give her \$2 change. Make the entry." When they again write on the Dr. side, "Oct. 1, 1886. To rec'd for book, \$3." I now call for the one who has the slip dated Oct. 2. When Minnie comes and presents the rent slip. I then say: "Minnie has come to collect \$9 for rent, which I take from the cash to pay her; make the entry." They now write on the Cr. side of cash account: "Oct. 2, 1886. By paid for rent, \$9." Oct. 3, is called; Henry brings his slip. I say, "Henry desires to pay \$8 on account, and gives me a \$10 bill. I give him \$2 change." They write on the Dr. side: "Oct. 3, 1886. To rec'd of Henry on acct., \$8." Then Annie comes with a slip to buy a dress for \$20. Frank collects \$3 insurance. May pays \$5 to balance account. Effie buys a hat for \$10. Wingfield collects \$6 for clerking. John D. pays \$3 for a whip. Dora buys a carving set for \$10. Joseph collects express, \$2. Emma buys some pot cheese for \$1. Lizzie buys a ring for \$3. Tillie collects gas bill, \$4. Minnie H. buys a book, \$2. When all the slips are in, they add the Dr. column and find \$95. I now count the cash I have on hand and find \$71, which they enter on the Cr. side. By balance, (amt. on hand) \$71, in red ink, because it is not in its proper place; as the Cr. side of cash act. was for money paid out, and this balance is the amount of money on hand. Yet we place on the credit side; because we wish to balance the act., and this is the only amount which will balance it.

When finished the cash-book looks as follows:

CASH.		DR.	
1886.			
Oct. 1	To Amt on hand.....	\$30	00
" 2	" " rec'd for book....	3	00
" 3	" " of Henry on acct....	8	00
" 4	" " for dress.....	20	00
" 5	" " of May to bal. acct....	5	00
" 6	" " for hat.....	10	00
" 8	" " " whip.....	3	00
" 9	" " " carving set. ....	10	00
" 10	" " " pot cheese.....	1	00
" 28	" " " ring.....	3	00
" 29	" " " book.....	2	00
		95	00

CASH		CR.	
1886.			
Oct. 2	By paid for rent.....	\$9	00
" 3	" " Ins.....	3	00
" 4	" " Clerk.....	6	00
" 6	" " Express.....	2	00
" 8	" " Gas.....	4	00
" 30	" " balance (amt. on hand).....	71	00
		95	00

As the cash-book balances no mistakes have likely been made.

We shall take up the journal and ledger in the future.

#### BLACKBOARD WORK.

Blackboard work, like a human face, should have an expression about it that makes one smile with pleasure and satisfaction every time it is beheld. 1st. Aim to have something back of the mere representation on the board, let the work indicate understanding, knowledge. This will give it the good expression. 2d. Aim to have it beautiful. The editor of the *Purchase*, Ky., makes the following timely observations on blackboard work. The picture he represents will have its counterpart in nearly every teacher's experience:

"Few pupils, if left to themselves, will acquire a reasonable skill in using the crayon. A timid, modest girl will go to the board, and when called upon for the solution of a problem, will begin with such a delicate touch that her figures cannot be read half way across the room. On the other hand, direct some slipshod, limber-jointed boy to put a solution on the board and he will begin (geographically speaking) at the south-west corner of the board and run thence diagonally to the north-east. Some of his figures will be six inches tall, others three tall and four wide. One will mount above another like a flight of steps. Here will be a mark as broad as your finger, and there one as fine as a knitting-needle. Then, to add to the annoyance, you feel disturbed lest the whole thing is going to slip off the board. Every habit of carelessness on the part of a pupil should be corrected—this as well as others. Pupils should be taught to give the proper shape to the digits, and, above all, let a teacher never accept any but neat work, which includes both chirography and the arrangement of the work on the board. A common error committed among pupils is that of holding crayon in their manner of holding a pen. The crayon should not pass up between the thumb and forefinger as a pen-holder. This error is what produces the unpleasant, screechy sound frequently heard at the board, and causes the pupil to make an extremely dim line. The crayon should be held tightly between the thumb and forefinger, near the end next to the board, and should pass beneath all the fingers or point towards the palm of the hand. By this means one can put a considerable pressure on the chalk, which enables him to make more comely curves, as well as to maneuver his hands more rapidly. The class should have special drill on these points."

#### HOW TO TEACH SPELLING.

By L. F. LEWIS, Brooklyn, N. Y.

In no work does the average teacher find labor and result more disproportionate than in that of fixing in the minds of his pupils the correct forms of words. Much time is devoted to oral spelling, much more to exercises in written spelling and to marking errors, and still mistakes in word forms are far too common in the written work of the pupils. The unsatisfactory result follows the wrong method.

In much less time than is ordinarily devoted to this work, children can learn and remember the forms of words. How? By giving attention to *one word at a time*. They can at the same time learn and remember the meaning of the word, and something of its history.

The structure of words can be remembered with almost as much certainty, as the structure made of figures to represent numbers. The combinations of figures to represent numbers are limitless. We remember the correct combinations. We write the correct figures. No time should be wasted in oral spelling. The words should *always* be written *one at a time*, and *studied one at a time*. In this way twenty words can be thoroughly studied and perfectly learned, both as to form and meaning, in thirty minutes. Let the teacher write neatly on the blackboard *one word*; the strange looking word eleemosynary, for instance. Thus, el-ee-mos'y-nary. Let the pupils look at it for a moment, and afterwards copy it upon their slates. Let the teacher tell its meaning and use it in a sentence. Erase the word from blackboard and slates and write another word. Have it copied, studied, defined, and used by the teacher, as before, and so on until the day's lesson is completed, so far as instruction is concerned. Then ask: "Who will name *one word* in the lesson?" Every hand will be raised. Call upon some pupil for the word, giving the poorest scholar the first chance.

"Who will name another word?" Continue thus until all the words are recalled and rewritten *by the pupils*, upon their slates. Then let one of the pupils, standing in front of the class, spell from his slate the list of words. All mistakes that this pupil makes will be detected by the scholars in the seats. They will all be very alert.

Try this method. You will enjoy the spelling hour, and be surprised at the enthusiasm and quickness of your pupils. Lists of words suitable for every grade may be selected from the spelling-books, readers, newspapers, and magazines. Assign no lessons in spelling to be learned from the spelling-book or from any printed matter. Insist upon neat work. That the teacher must be well prepared, goes without saying.

#### A GOOD SCHOOL DESK.

The important points in a hygienic school desk, according to Dr. Priestly Smith, are as follows:

1. The seat must be of such height as will allow the scholar's feet to rest flat upon the floor or footboard, and broad enough to support the greater part of the thigh.
2. The seat must have a back placed at such height as to fit the hollow of the back below the shoulder blades, and support the body in a vertical position.
3. The rear edge of the desk must be just so high above the seat that when the scholar sits square and upright with elbows to the sides, the hand and forearm may rest upon the desk without pushing up the shoulder.
4. As used in writing, the desk must have a slope of 10° to 15° (about 1 in 5); as used in reading, it must support the book at an angle of about 45°, and at a distance of at least twelve inches from the eyes—sixteen inches is better.
5. As used in writing, the edge of the desk must overhang the edge of the seat by an inch or two, in order that the scholar shall not need to stoop forward, and that the support to the back may be maintained.
6. Either the desk or the seat, or some part thereof, must be movable at pleasure, so that although the desk usually overhangs the seat the scholar may be able at any time to stand upright in his place.
7. The desks and seats must be of various sizes, in order that the foregoing conditions may hold good for scholars of various ages.

#### SUGGESTIONS FOR THANKSGIVING EXERCISES IN THE CLASS-ROOM.

Draw a large circle on the blackboard and mark it off with the Roman numbers from one to twelve, similar to the face of the clock. Draw radii dividing the circle into twelve equal sectors; opposite to Roman number one, outside of the circle, write "January," and continue the names of the months around the circle. Within each sector draw a picture which suggests some blessing peculiar to each month, as, January, a snow-storm or a sled; February, a fire-place, suggesting "home"; March, daffodils, or a kite for the very little folks; April, showers, suggested by a picture of an umbrella; May, spring blossoms of different kinds; or across the spring months write, "March winds and April showers, bring forth sweet May flowers." June, roses or strawberries, or the line, "O, what is so rare as a day in June?" July, our flag (or this year, "The Statue of Liberty"), to suggest the blessing of a free country; August, a harvest field or a scythe, also a view of the sea to suggest summer rest at the sea-shore; September, picture of a school-house, or a pile of books, which suggests the return to school and indirectly the blessings of education; October, a bunch of grapes, gathering nuts, etc.; November, a turkey, a horn of plenty, suggesting food; December, a Christmas tree.

If a teacher cannot draw, appropriate words or quotations may be written in each sector; the exercise is interesting, even without the drawings.

If a teacher can sketch rapidly, it is of greater interest to question the class and have them suggest the appropriate pictures, and then draw as the lesson proceeds. Write over the circle, "A year of blessings," under it, "Father, we thank Thee."

Another simpler design is a wall of irregularly-shaped stones, upon each of which a word is written or a picture drawn.

Write just such words as the children suggest and add as many stones as are required. The little folks may be led to suggest father, mother, baby, boys, water, food, the sunshine, health, home, school, teacher, friends, picture, rain, snow, flowers, birds, etc.

After the wall is finished, speak of the use of a wall. Talk about ancient walls built around cities to keep out enemies.

What do you think this "wall of blessings" will keep out of our hearts? I think it will help to keep out discontent and ingratitude.



## MIND STUDIES FOR YOUNG TEACHERS.—III.

## ABSTRACTION.

The child at first perceives nothing distinctly.

Its lesson in gaining knowledge is to separate objects—to draw away one thing from its associate things. This is the first step in "abstraction." The child does not know *himself* for some time. A boy has been known to bite his own arm, as though it had been a foreign object. Children always speak of themselves as of another person. They are continually saying, "Mary wants some milk," or "Johnnie must have some candy." Generally during the third year there is a substitution of "me," "I," and "my," for the proper name, and this marks the commencement of a clear idea of the individual self. Now the recognition of personal feelings of pleasure, pain, hopes, and fears, begins to be realized.

The higher idea of the mental self—the power of turning the mind inward and noticing mental processes, marks a much later period in mental growth. In fact, this period is often never reached by many whose mind culture is neglected or misapplied. Teachers should carefully watch the beginning of this most important faculty. The following hints will be of value in pursuing this interesting investigation:

1. It seems to be certain that children attribute life to everything they see. They seem to think *everything* can move and talk. A little girl of five once said to her mother, "Ma, I do think this hoop must be alive, it goes whenever I want it to." The mind soon gets the power of discriminating between living and dead things. But even after this power is acquired there is delight in playing with dolls, sticks, and small stones, as though they were men and women, horses, or cats and dogs. This habit marks the connection between the old, infantile notions and the higher ideas of abstraction, and especially imagination.

2. The second step in the growth of abstraction, is the power of attributing definite feelings to others, as wise, kind, and good, or their opposites. These qualities become personified in mother, father, brother, or sister, so that the very sight of these persons is certain to excite the feeling in them with which they are associated. The presence of a certain person has given them joy. He goes away, but when he returns and the child sees him, instantly the same feeling is excited again. Or a certain person has caused fear. The return of this individual is sure to make the child afraid, and it cries, as if in great danger, and will not be pacified until the obnoxious personification of fear goes away. Thus we see the commencement of the faculties of *abstraction*, *association*, and *imagination*. How common is it to talk to the child through the language of abstract association. Instead of saying, "dog," we say, "bow-wow," or, "cat," we say "meow." The language is understood. But it must be noticed that at first the words apply to all cats and dogs. There is no discrimination. Abstraction has not grown enough. One watch is the same as all watches; one name the same as all names. But soon different persons are discriminated: different dogs and cats known and named. Ideas become definitely abstracted and named.

It is very important to the teacher to notice how this growth proceeds and is encouraged in definiteness and distinctness. It is through the power of noticing the differences and likenesses, the faculty of *comparison* is early brought into play. At first a goat will be a "bow-wow," and the child seizes just as readily a pear for an apple or an orange; but soon these objects stand out clearly in the mind, for the child has noted and remembered differences by means of comparison. Roses and daisies are known, and the mind has acquired new and remarkable powers. It is not necessary to inquire at what age this comes. When it comes it marks a distinct era in the mental growth.

The growth of language keeps pace with the growth of ideas. The use of adjectives commences when abstraction and conception become definitely developed. The words "big," "hot," "bad," "good," "nice," are soon learned. A boy twenty-two months old, seeing a rook fly over its head, cried out "big bird!" Teachers should be extremely careful not to give words until the ideas which they embody are certain to be clearly in the mind. Here commences the "New Education." The old masters piled words upon words, with no care to ascertain whether they were understood or not; in fact, they piled them on and crammed them in, fully knowing they were *not* understood. It was a practice not at all productive of mind growth, but rather of its destruction. How soon has a child an idea of number? How soon can it discriminate between yesterday, to-morrow, day before yesterday, and next week? A cat can count.

When one was left with only one kitten it was miserable. But when two were left out of five, it was happy. Horses have been known to count as high as three or four. It takes long time before children can distinguish two from three and four, and so on. Our next article will consider the Methods of Developing the Power of Abstraction.

NOTE.—See Sully's "Outlines of Psychology," and Brooks' "Mental Science and Culture."

## GENERAL EXERCISES.

## THANKSGIVING EXERCISE.

(The following song was left over from last week.)

## THE GLEANERS' HYMN.

O Thou, whose eye of love  
Looks on us from above,  
Low at Thy throne  
We kneel to-night and pray  
That gleaming day by day,  
Our grateful hearts alway  
Thy hand may own.

Thine are the waving fields,  
Thy hand the harvest yields,  
And unto Thee,  
To whom for rain and dew,  
And skies of sunny blue,  
Our love and praise are due,  
We bend the knee.

And when beneath the trees  
In fairer fields than these  
Our glad feet roam,  
There where the bright harps ring,  
May we our gleanings bring,  
And in Thy presence sing  
Our harvest home.

## BRIEF LESSON PLANS.

## MODES OF CONVEYANCE.

Now, children, let us suppose we have a half-holiday. Where would you like to go? To Central Park? Yes, we will imagine we are going there this afternoon. I wonder who can tell me how we can get there. We can walk. Yes, you can walk, but it is rather a long way, and it is very much better to ride, then you can play about when you get there without getting tired. Who has ever ridden to Central Park? In what did you ride? In an omnibus. And you, Tommy? In a train. Well, here is one little boy says he went in his father's cab; that must have been nice, I am sure. Now is there anything else in which you could ride besides an omnibus, train, or cab? Very well, Mary says her father took them all in his cart when they went. When I went to the Park last I saw a great many carriages outside the gates. What were they doing there? Quite right, they were waiting to take away the ladies and gentlemen whom they had brought there. Is there no other means by which we can get from one place to another? In a horse-car. Yes, they are something like omnibuses, and James says they are something like trains. In what are they like omnibuses? They are drawn along the streets by horses, and they stop when any one wants to get in. Why did James say they were like trains? Because they run on tracks like the trains.

Now, I am quite sure you have all seen gentlemen riding on something that you have not yet mentioned. Well, Mary? I have seen a gentleman on a tricycle. And there is something very much like a tricycle; what is that? A bicycle. The other day I saw a gentleman riding by himself, but it was not on a bicycle or a tricycle. Can you tell me what he was on? He was on a horse. We say, he was riding horseback.

Now you shall name for me, and I will write them on the slate, the different means by which we can get from one place to another.

We can walk, we can ride in a train, omnibus, horse-car, cab carriage, cart, on horseback, tricycle, or bicycle.

## A PRIMARY LESSON IN LANGUAGE.

Having talked with the children about the senses and what they tell us, direct the class to write out what their senses tell them about the following things: An apple, a pencil, a flower, a crayon, a box, a knife, a bottle of ink, a clock, etc. For example, a flower. What is it? Smell it. Has it any smell? Taste it. Has it any taste? What color is it? Write the answers to these questions as statements.

## SURFACE AND ANGLES.

Have various kinds of objects as balls, marbles, blocks, spoons, cylinders, cubes, pencils, fruit. Let the children touch all of any one of the objects, and tell what part they were able to touch. They are ready for the word surface. Flat and curved surfaces follow. They can easily tell that some objects stand and others roll; standing ones have flat surfaces, rolling ones, curved. Give drill on the surfaces of all the objects in the room.

Children draw a straight line, make two lines meet, or two sticks meet. The children are ready for the word angle. Represent the different kinds of angles, the square corner, the sharp angle, the blunt angle. Have them discover these angles in the room, and outside among the branches of the trees and houses. The child will remember any word, provided he is interested enough to wish to know the word; and by repeated use it will be made a part of his vocabulary.

## PRIMARY LESSON ON BONES.

Talk to the pupils about the use of the bones. Compare them to the framework of a house. The frame gives our bodies shape, and the flesh and skin are put on the bones just as the carpenter puts boards, shingles, and plaster on the frame of a house. Show how the bones with their sharp edges, little knobs and irregular shape are fitted for the attachment of the muscles, how the bony cage protects the delicate organs from being crushed, and how they are provided with little grooves and holes for the passage of nerves, the telegraph wires of the body. Show them a picture of a skeleton, have them point out the head, trunk, and limbs. The box of bones at the top, the cupola what does it contain? Something very precious. Have them name the brain, and the organs of special sense.

What is meant by the trunk?

Like the trunk of a tree it is the main part of the body. They will be able to name the backbone, hips, and ribs. Have them run their fingers over the little bony ridges down the back. Show them the large middle bone of a fish. "Did you ever try to count your ribs? It is not so easy as you would think. There are twelve starting from each side of the backbone running around the chest like barrel hoops. Place your hands on your hips and feel the two strong bones that form the sills of our bodily house. They are hollowed out like a saucer." Describe all the bones, comparing them with familiar objects, draw them on the board, show specimens if obtainable. Teach them the little poem "The Rattle of the Bones," and they will have a very intelligent understanding of what they are repeating.

## PRIMARY GEOGRAPHY.

Teach the significance of N., E., S., and W.,—beginning with the point from which the sun seems to rise. This the teacher may do by a number of drills, as pointing, facing, marching, locating walls of the school-room, etc.; then the points N., S., E., and W., should be applied to the walls of the room, and objects within until they are understood. A map of the ground plan of the school-room may then be begun and drawn by the teacher upon the blackboard, to be followed and practiced by the pupils. This being well understood the stove, desks, door, etc., should be added to the ground plan.

## WRITING NUMBERS.

Before the recitation have the pupils tie sticks into bundles, putting ten sticks in a bundle. Arrange the sticks in rows, putting a bundle and one stick in the first row, a bundle and two sticks in the second, and so on. Then have the pupils tell the number of sticks in the first, second, third, etc., rows; also how many tens and ones in each. Have them notice that all the bundles, or tens, are at the left, all the ones at the right. Then draw upon the blackboard three vertical lines. Between the first and second lines place the number of bundles, or tens; between the second and third, the ones. Erase the lines. Use more than one bundle and show how the number can be expressed. Give much drill in one ten and five ones make fifteen, etc. Have the pupils write numbers and then express them in objects.

## WRITING BY PERIOD.

A method that has been successful with children, is to tell them that figures live in little families, three in a family, and each one has its name according to the family. Represent 000,000,000. Pointing to the different periods, "The first one is where all the units live, the second the thousands, and the third the millions. Now, notice when I call off the family name and put each one in its home. If I say ten millions, it is just the same as if I said Johnny Millions. Millions is its name, and put it in millions' home." Read slowly, and separate at first distinctly the name of the period from the number to be placed in that period. "When vacancies occur and other members of the family are not at home, put in ciphers." This method creates considerable amusement and interest.

## TELLING THE POSITION OF OBJECTS.

Put a hat on a box? Write the question on the board, "Where is the hat?" and have pupils answer it with their pencils. Put the hat on the table, on a desk, hang it on a nail or peg, put it on a boy's head. Put a box on the table, under the table, near the table. Pupils will write the sentences: "The box is on the table," "The box is under the table," "The box is by (or near) the table." "Where was the box?" may be asked. Put more than one object of a kind—blocks, for example,—in a box. Scholar: the blocks are in a box. Take them out. "Where were the blocks?" "They (or the blocks) were in the box." Show a stem with leaves and flowers. "Where is a leaf?" "A leaf is on the stem?" "Where are the leaves?" "The leaves are on the stem." "Where is the flower?" Take the leaves off the stem. "What did I do?" Walk to the window. "What did I do?" Go out of the room. "What did I do?" Enter the room. Show the difference between "in" and "into." Walk across the floor. In this way nearly all the prepositions may be taught. Have pupils tell with their pencils when things are in the room and in the yard. "Where is the clock?" "Where is the desk?" "Where is the door?" "Where are the windows?" "Where are the pictures?" "Where is the blackboard?" "Where is the maple tree?"

## USES OF WATER.

You may tell me some of the uses of water. Of what use is it at home? Yes, it is used for washing, drinking, cooking, and cleaning. Why do you use water for all these things? Would not vinegar or ink do? No, water is pleasant and useful because it has no color, taste, nor smell. Ink would blacken, vinegar would smell; but pure water does neither, it cleans and sweetens things. All living creatures drink water. No animal, bird, no fish could live without it. What a blessing water is so plentiful! Of what use is water out of home? It is used for watering gardens and streets in the hot, dusty weather. No plant, flower, nor tree, would live without water, for it is their food. It is used for all kinds of work. For building houses, for making paper, leather



for moving machinery in steam-engines, and in great factories where our clothing is made.

Again the water of the sea and rivers is useful for carrying on its ships and boats, which bring us many useful things from far off lands. Name some things from other countries. (Tea, coffee, cocoa, oranges, figs, raisins, cotton, etc.) We get fish from the water.

Water is useful for putting out fires. Who has seen a fire-engine? Why were the men in such a hurry? Where did they get the water from? Let us put together the great uses of water.

It is used for washing, drinking, cooking, and cleaning in our homes.

It is used to make our clothes.

No animal nor plant could live without water.

Ships cross the water and bring us many useful things from other lands. No engine could move without water to make steam.

Water is useful for putting out fires.

#### OBJECT LESSON.—IRON.

Show the children different objects made of iron. By experiments lead them to observe its properties. Write the word "Qualities" on the blackboard. As the properties are discovered, teach the proper terms—hard, ductile, tenacious, malleable, fusible, heavy, and write them under this head. Then learn the uses of iron from the pupils, and place them under the second head "Uses." Third, talk about "Where found."—in the earth, in mines, called ore, smelted in furnaces. Encourage all to tell something about the lesson. Have them write, spell, and use the new terms until they are familiar with them.

#### DEVELOPMENT LESSON IN MULTIPLICATION OF DECIMALS.

Teacher. We have expressed, read, added, and subtracted decimal fractions as integers. To day we will learn how to multiply them, suppose it is required to multiply .125 by .5. First you may all multiply 125 by 5, what is the product?

125

5

625

P. 625.

T. What have you multiplied?

P. 125.

T. How does 125 compare with .125?

P. 125 is one thousand times as great as .125.

T. How, then, does your product compare with the true product?

P. It is one thousand times as great.

T. How do you find the true product?

P. By dividing 625 by 1,000.

T. How do you do this?

P. By pointing off three places from the right of the product.

T. Do this, and read the result. .125

5

.625

P. Six hundred and twenty-five thousandths.

T. By what have you multiplied?

P. By 5.

T. By what were you required to multiply?

P. By .5.

T. How does five compare in value with .5?

P. 5 is ten times as great as .5.

T. How, then, does the product, .625 compare with the true product?

P. It is ten times as great.

T. How do you find the true product?

P. By dividing .625 by ten.

T. Do this and read the result.

P. Six hundred and twenty-five ten-thousandths. .125

5

.5

.0625

T. Continue in this way with several examples until the rule is deduced.

#### DEVELOPMENT LESSON ON THE NUMERAL FRAME.

(Move to the right two beads on the first wire, two on the second, and two on the third, asking the children to tell you how many you move each time.)

"How many two's are there?"

"Three two's."

"You may count and tell me how many ones three two's make."

"Three two's make six."

"You may state that with your pencils,"  $3 \times 2 = 6$ .

(Drawing your pencil down through the column of two's separate them so as to obtain two three's, which will of course be in vertical arrangement.)

"How many three's, children?" "Two three's."

"Two three's make how many ones?"

"Two three's make six."

"Write that opposite your other statement." (Illustrate on board  $3 \times 2 = 6$ ,  $2 \times 3 = 6$ .)

(Arrange as before five two's.)

"How many two's are here, children?"

"Five two's."

"Count and see how many one's five two's make."

"Five two's make ten."

"Write that under your first statement."

(Separating the two's as before produce two vertical columns of five each.)

"How many five's?"

"Two five's."

"How many one's do two five's make?"

"Two five's make ten."

"Write that under your second statement."

$3 \times 2 = 6$

$2 \times 3 = 6$

$5 \times 2 = 10$

$2 \times 5 = 10$

"If I should give five times 2 apples to Johnny, and two times five apples to Harry, would Johnny have more than Harry, or Harry more than Johnny?"

(Let the children discover and prove for themselves the equality of the two statements.)

If the multiplication table is thus developed, its connections thus currently shown with the other tables and the same plan continued with three's, four's, etc., the work of memorizing the tables will be lessened almost one-half. But this is mere development, and must be followed by drill. Variety in drill may be secured in many ways.

A. A. PHILLIPS.

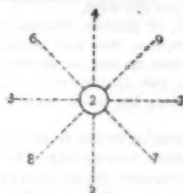
#### GEOGRAPHY IN HISTORY.

Have the pupils draw maps, or better still, mold the map of the country or state, whose history they are studying, e. g., trace the movements of Grant in the west. Represent Kentucky, Tennessee, Mississippi, the Cumberland, Tennessee, and Mississippi Rivers. Trace with a dotted line, beginning at Fort Henry on the Tennessee, move to Fort Donelson on the Cumberland, follow along the Tennessee to Pittsburgh Landing. Give brief description of engagement at Shiloh. Locate Corinth and show position of two armies at close of battle, trace Bragg's invasion of Kentucky and pursuit by Buell, their movements towards Cincinnati, Louisville, and other points, their retreat and position, the battle of Murfreesborough. Trace the final movements of Grant down the Mississippi to Vicksburg. Describe the attack and surrender.

The minutiae of history are burdensome if taught simply as a memory exercise, if made to form a part of a picture that the child can see they make that picture more complete, and make such a vivid impression on the child's mind that he cannot do otherwise than remember them.

#### DRILL IN NUMBER.

Draw a circle around the number which forms the subject of the day's drill (say 2.) Arrange all the digits outside this circle like the figures on the dial of a clock. Point to one of these (say 7) and have it understood that the pupil is to make the two correlative statements. Two seven's are fourteen, and seven two's are fourteen. Call for statements regarding each number outside the circle by simply pointing to the figure. Skip about, but be sure to cover the entire table, and to return most frequently to those numbers whose multiple is least promptly given. The brace can also be used in the same way.



I have found the use of cards a very good exercise. I bought some cardboard and had it cut into cards a little more than five inches long, and a little more than three inches wide. For seventy-five cents I bought stencil figures, ink, and brush, I made a set of cards for each teacher, using all the combinations except for the introductory class, which does not go any higher than ten. I placed two figures on each side of each card, one above the other. The teacher holds the card up before the class and calls upon the pupils to give the sum, the difference or the product of the two digits. After the children understand it they can be made to recite with great rapidity.

A. A. PHILLIPS.

#### PERSONS AND FACTS.

A cheap edition, well printed in good type, of Shakespeare's "Macbeth," forms No. 39 in the National Library, published by Cassell & Co., and edited by Henry Morley. No. 40 is a volume of the "Early Australian Voyages of Pellissier, Tasman, and Dampier."

BARRETT WENDELL is responsible for a new story of American life which bears the peculiar title of "Rankell's Remains." Messrs. Ticknor & Co. are the publishers.

MR. GLADSTONE'S ability was always appreciated by his great rival, Disraeli, and it is no surprise to learn from Count Vitahum that thirty years ago the latter remarked: "Gladstone's energy is invincible." But what would the Tory chief have said had he lived to the present time, and seen the Grand Old Man, already far beyond the allotted span of life, take up single-handed the cause of Irish freedom and fight for it one of the greatest battles recorded in the history of English statesmanship?

The young Emperor of China is now about twelve years old and will begin his care of the Empire next February, with the resignation of the present Empress Regent. She is a woman of fifty years, and has been considered one of the most brilliant and judicious sovereigns that the vast country under her has had for several centuries.

PROF. CHESTER S. LYMAN, who for many years has occupied the Chair of Astronomy in the Sheffield Scientific School of Yale University, is believed to have been hopelessly stricken with paralysis, and his place will be filled by Prof. Hastings. Prof. Lyman's connection with Yale dates back more than half a century.

MAURICE THOMPSON, the archery expert, has written a new novel called "A Banker of Bankersville," which Messrs. Cassell & Co., have in press. In it is discussed the question of an extradition treaty with Canada.

M. BARTHOLOMEW's last act before leaving France, says a Paris correspondent of a Boston paper, was a pilgrimage to the quiet home in Alsacia where his mother, an old lady of eighty-four or eighty-five years of age, resides. It is her face that furnished the model for the face of the statue of Liberty Enlightening the World.

MRS. HOWE, the woman financier in Boston, who has served a term in the House of Correction for practicing a peculiar system of banking, is again in business there, and meets with apparent success in convincing many credulous women that she can invest small sums of money so wisely that they can draw large interest, say seven per cent, a month. A clever female reporter was told

lately that Mrs. Howe had all her old customers back, and is doing a larger business than ever.

Students of Shakespeare will be glad to know that Austin Brereton has written, and Cassell & Co. have published, a volume of "Scenes and Characters," with descriptive notes on the plays and the principal Shakespearean players, from Betterton to Irving.

The British Empire extends over a far larger territory than that which was governed by ancient Rome, the superficies of the latter being one million and a-half square leagues. No English speaking people is under foreign rule, whilst Britain governs nearly three hundred million individuals, belonging to all nations and speaking all the languages of the world.

One of the most interesting papers on a timely subject is to be found in the November Magazine of American History. Arthur Dudley Vinton relates what he knows about "The First Anarchist."

An elephant can live 100 years or more; a camel, 100 years; a beaver, 50 years; a rabbit or squirrel, 7 years; hogs, 25 years; Swans, parrots, and ravens can live 200 years; an eagle, 100 years; a goose, 80 years. A wren lives only 2 or 3 years, and a blackbird, 8 to 12 years. A crocodile lives 100 years, but a tortoise lives from 100 to 200 years. It is thought that whales can live to be 1000 years old. A queen bee lives 4 years; a working bee 6 months; a drone, 4 months.

ERICSSON, the inventor, is one of the wonderful old men of the age. At eighty-three he is almost as hearty as M. de Lesseps, and that is saying a good deal.

Children are fond of making mud pies, but who ever heard of children eating them? But there are people or savages of Africa, Asia, and America, who eat large quantities of clay.

In the markets of Bolivia a kind of earth having a sweet odor is sold, that the inhabitants prize very highly as an eatable. The Indians of Java and Sumatra mix a kind of clay with water, remove all foreign matter from it, and cook it in a saucepan over a charcoal fire. These little cakes look like a piece of dry bark, the color being slate or brown, and have a slightly aromatic flavor that offsets the earthy taste.

#### THINGS OF TO-DAY.

News of the safe arrival of Dr. Wilhelm Junker, the traveler, after seven years of exploration in Central Africa, has reached St. Petersburg.

The story of a romance of Brignoli, the tenor, shows that he had a daughter and sister, now in need of assistance, in Paris.

The United States training squadron sailed from New York on its winter cruise.

There was a great meeting at Cooper Union of the friends and supporters of Henry George last week. Mr. George made a ringing speech. A declaration of principles was adopted with great enthusiasm.

Philadelphia will soon have a labor party. The preliminary steps toward its organization have been taken.

The strike of the butchers at Chicago has assumed a serious phase.

Snow fell, the first of the season, in various localities from St. Paul to northern New York, on Nov. 6.

A Manitoba settler sold his wife and five children for \$70.

At Marlboro, Mass., a tramp was refused aid at evening and threatened vengeance. Before daylight the house was in ashes.

Water a foot deep sufficed to drown a woman in Worcester Mass., who fell face downward into the edge of a lake.

Out-door sports and literary exercises contributed to the celebration of the two hundred and fiftieth anniversary of Harvard University.

PRESIDENT CLEVELAND did not receive the degree of LL.D. from Harvard, while the guest of that institution.

The majority of the French delegates sailed for Havre on board La Gascogne, on Nov. 6. The scenes at parting were very affecting.

The national banks will contract their circulation.

HENRY WARD BEECHER resumed his pulpit, Nov. 8.

The latest news from Bulgaria is of decided importance. Despatches state that Gadban Effendi has presented, on behalf of Turkey, a note to the regency demanding that the meeting of the sobranje or electoral assembly be postponed *sine die* on the ground that Russia does not approve of the recent elections and that the powers have not yet decided upon a candidate for the vacant throne. This step was undoubtedly taken after consultation with General Kaubars, the Russian agent, whose arrival is again expected at Sofia.

The Bulgarian situation is about this: If Russia's agents are not checked they will stir up sedition, plunge the land into anarchy, and call in the Russian army to restore order. If they are checked, they will raise a howl about Bulgarian oppression, and call in the Russian army to vindicate their rights. Unless some other Power interferes in the name of justice and humanity, Bulgaria's only choice will be between honorable death and dishonorable death.

The successor to President Diaz of Mexico will be elected next year, and under the constitution he will be ineligible for a second term. The clerical party already has in the field ex-President Gonzalez, who went out of office under a cloud.

Additional evidence about the Haddock murder at Sioux City, Iowa, seems to prove conclusively that it was committed by a brewer, Arensdorff, and instigated by saloon keepers, whose design was to have a beating given Haddock, whose resistance led to his murder.

Jacob Sharp, J. A. Richmond, J. W. Fosby, and Thomas B. Kerr, of New York City, have been held in \$30,000 bail each on a charge of having bribed the Aldermen.

The will of the late Samuel J. Tilden is being contested by his relatives.

Scrofula sores, swellings in the neck and all impurities are cured by Hood's Sarsaparilla.



## EDUCATIONAL NOTES.

## CONNECTICUT.

The fortieth annual meeting of the Connecticut State Teachers Association was held in the high school hall, New Haven, Oct. 28, 29, and 30, George R. Benton presiding. Dr. B. A. Hinsdale, late superintendent of schools in Ohio, reviewed Pres. Eliot's recent address on "The Common School Problem." He said:

"If we were to adopt President Eliot's ideas we should do much to arrest civilization. It is not practicable to grade all pupils together. A good teacher can do a great deal toward placing a pupil just where he can make the most progress. I do not think President Eliot's idea will soon meet with popular favor."

High School Section—"Should Industrial Education be Introduced into High Schools?" by Prin. A. F. Amadon, Putnam high school; "Should not Boys who are Intending to go to College be Allowed to Begin Latin before Entering the High School?" W. B. Martin, Hartford high school; "Can Commercial Studies be Profitably Taught in our High Schools?" J. D. Whitmore, New Haven high school. Mr. Whitmore claimed that facts went to prove that scholars were not so well fitted for business life as they were forty years ago.

Grammar School Section—"Penmanship," J. S. Cooley, principal Union Graded School, Windsor Locks; "Manual Training in the Common School," E. L. Mead, principal high school, Winsted; "A Plea for the Study of Connecticut History," Rev. E. B. Sanford, Westbrook. Mr. E. L. Mead set forth a number of evils that must result from the introduction of manual training in the public schools. He claimed that industrial and technical training would require time that should be devoted to moral and religious training. That the schools should not be subservient to the public in producing skilled laborers.

PRIMARY SCHOOL SECTION—Penmanship in Primary Classes, with illustrations and descriptive lecture, by Miss Edith Good-year, Bristol; Reading, class exercises, by Miss L. M. Pierpont, Waterbury; Geography, class exercise, subject, "The New Haven Green," by Miss Ida E. Johnson, Training School, New Haven. The exercises of this section were very interesting, especially the class exercise in geography, in which seven little children gave not only all the geographical facts concerning the "Green," but the measurements and many important historical facts.

In the afternoon, an able paper was read by Col. Jacob L. Greene, president of the Connecticut Mutual Life Insurance Company of Hartford, on "What the Business World Demands of the Common Schools."

HON. J. W. DICKINSON, superintendent of the Massachusetts Board of Education, spoke of "The Province of the Public School."

The closing exercise was on "Elementary Instruction in Vocal Music," illustrated with five classes from the New Haven grammar schools; Prof. B. Jepson, musical director.

PROF. JEPSON received a special vote of thanks for his services. He has cause to be proud of the results of his labors in the New Haven schools.

In the evening, PROF. WILLIAM C. ROBINSON, of the Yale Law School, was introduced, and said: "It is fortunate that there is among the teachers a constant progress in education. Often have I carried from the recitation-room more than I took to it. That so many teachers can gather to confer and learn is an encouraging feature of our educational work. The teachers of each generation are superior to those which precede them."

The next address was delivered on "The Function of the American Public School," by Prof. W. H. Payne, professor of Pedagogy in Michigan University, Ann Arbor, Mich.

"Schools should be studios for the production of citizens. Patriotism must be inculcated by our public schools. Our history must be taught universally. Children must be educated in reverence for the state. Not only should the mechanism of our government be taught, but there should be some knowledge of the genius of our institutions. American literature should be used as food for patriotic emotions."

On Saturday a very suggestive paper was read by Supt. W. H. Draper of Stafford Springs, on "Common Sense in Education." A paper on "United States History in the Grammar School," by Principal W. F. Gordy, of North School, Hartford, treated of the best methods of teaching the early history of this country, and besides reviewing the subject suggested several new and valuable ideas.

N. A. CALKINS, assistant supt. of the schools of New York City, spoke upon "Some Methods of Training Pupils in Habits of Thoughtful Attention"

The officers chosen for 1886-7 are:

President—H. M. Harrington, of Bridgeport. Vice-Presidents—Hartford County. W. S. Twitchell, of Hartford; New Haven County. H. S. Pratt, of Meriden; Fairfield County. D. S. Sanford, of Stamford; Litchfield County. J. W. Beach, of Norfolk; New London County. S. P. Willard, of Colchester; Windham County. C. F. Merrill, of Willimantic; Tolland County. H. S. Deeper, of Stafford Springs. Cor. Secretary—George H. Tracy, of Colchester. Treasurer—S. P. Williams, of Plainville. Rec. Secretary—Miss M. F. Somerset, of Bridgeport.

## GEORGIA.

The public schools of Atlanta opened on the first Monday in September with their usual overflowing numbers. The report ending December, 1885, shows a total enrollment of 5,571, and an average attendance of 95.4 per cent. The number for this year will undoubtedly exceed that of last. The work of the normal classes is well arranged and thorough; and the teachers seem interested, and attendance is good. At the last general meeting there was a paper read by Supt. Slaton, on the teaching of arithmetic. So well did it meet with the approbation of the teachers that they requested the Board of Education to have the article published.

Mrs. J. W. BALLARD, principal of the Atlanta Female Institute, has secured the services of Mr. Constantine Sternberg as director of the musical department.

The Board of Education, of Macon, met on Oct. 12, at Supt. Zettler's office, and transacted the routine business of the quarter. The superintendent's report showed a very satisfactory state affairs among the schools. More room and teachers are de-

manded, and the schools were never more flourishing.

Atlanta was finally chosen for the location of the school. The state appropriation, when added to the very liberal donation by that city, will give the commissioners one hundred thousand dollars with which to erect buildings and purchase furniture and apparatus. It is proposed to equip the institution throughout in the best possible style. The faculty will probably consist of five professors. It is hoped that such salaries can be offered as will procure talent of the first order. If no obstruction is encountered, the school will be ready for work within a year from this date. The three male colleges in the state, the University of Georgia, Emory College, and Mercer University, have all opened with a large attendance, the aggregate being perhaps greater than at any opening for ten years past. Still it is not nearly so great as it should be, considering the number of youth in the state and the reputation of the people for intelligence and culture. The attendance of the almost innumerable female colleges throughout the state is simply immense. And, by the way, a notable fact in southern education is, that the girls are being much better educated than the boys. Probably ten times as much money is being spent to-day upon the education of the girls of Georgia as upon that of the boys. No one can begrudge a cent spent for female education, but the growing indifference in Georgia to the higher culture of boys is a thing to be deplored. It is traceable, however, to certain definite and stringent causes, which it is earnestly hoped will soon pass away.

Columbus. State Correspondent. J. HARRIS CHAPPELL.

## ILLINOIS.

Notes from our Western Office. W. W. Knowles, Manager.

Believing, as we do, in the "Honor to whom honor is due" principle, THE JOURNAL proposes to publish a series of articles under the respective headings, "Representative Educators of the West," and "Public Schools of Chicago." Under the former we hope to present concise biographical sketches of those who have devoted their lives to the cause of education in the west with an ability and an enthusiasm which justly attaches to them the word "Representative." Under the latter, as Chicago is the great center of the great west, we propose to let her system of schools pass in brief review before the minds of our readers. News items of general interest will be thankfully received at this office. Our object is to serve more completely than we have yet been able to do, the educational needs of the west.

MISS MILLIE GLEASON, of Eureka, Kansas, is "done for" as teacher, and done brown, too. She will hereafter be known as "Mrs. Brown." In stepping up and out of the profession, she bequeaths and commends the INSTITUTE to her successor as an efficient guide. This shows her good judgment as did also her getting married.

Kindergarten work is coming to the front in Chicago as it is in all other educational centers. One society—The Practical Kindergarten Association—has engaged the services of a practical kindergarten music teacher to give them a course of instruction in this line. Miss Lord, of London, a bright light in the kindergarten world, is in the city giving a course of lectures on Mental Science. She has also delivered a number of lectures before the kindergarten element, and is highly spoken of by all who have had the pleasure to hear her. More natural methods of teaching are in demand and the wise teachers will not close their eyes to this fact and to this need.

MISS FANNIE S. PARSONS, of this city, taught last year in London, England; but she much prefers to teach the children of the common and the sovereign people of a republican form of government. We are glad she returned. We need such teachers.

PROF. H. V. HOTCHKISS, Superintendent of Schools, Meadville, Pa., is in Chicago visiting our schools—especially the Cook Co. Normal, where a number of his teachers attended this summer—studying our system and methods of instruction. This, it seems to the writer is complimentary to all parties concerned. He made us a very pleasant call.

MISS ALICE O. KELLEY, of Doniphan, Hall Co., Neb., in sending us an order for books, closed her order with the following kind words:

"The SCHOOL JOURNAL comes to me each week giving me fresh enthusiasm for my chosen work. I should miss its visits very much. I have been very much interested in the articles called forth by 'Rosa Bartle.' I am and expect to remain a teacher of the 'little ones.' Often I am asked why I remain in the primary department? Why I do not work up to a higher grade? They say: 'People think that it must be because you don't know enough to teach any other grade.' But I love the little ones and they love me! Often I feel so worn out that it seems that I shall have to rest; but each morning when I enter my school-room and see the happy eager faces of my 'little ones,' they give me new life and my weariness drops from me like a discarded mantle. I have never taught a day, but at night I could see many things that I could and ought to have done differently; but I love my work and cannot give it up."

This letter breathes the spirit of a true teacher; and happy must the "little ones" be who are allowed to live and grow under her guiding care.

## MISSISSIPPI.

There has never been a time in the history of Mississippi when there was such an interest manifested in education as now. The high schools all over the state opened up better this year than ever before, and the prospect is that the public schools, which open soon, will do better than ever before.

The "new education" is gaining rapidly in this state. Five years ago there was not a normal school in the state for white students. Now there is one in nearly every county. The Iuka Normal Institute was established in the town of Iuka in 1882, and is, therefore, one of the "pioneers." It is an individual enterprise, conducted by H. A. Dean as principal. Its boarding patronage has increased each year about forty per cent., and the local patronage is increasing with each term. Wherever teachers have gone out from this school they have been successful, and have infused new life into the communities where they have gone. It is only a question of time when Mississippi will be abreast with any state in the south in the matter of education. She has many noble men and women who are giving their best energies to school work. Our teachers were never more enthusiastic. They have more and better attended "Teachers' Meetings" than ever before.

Iuka. State Correspondent. G. T. HOWERTON.

## NEW HAMPSHIRE.

This term at Colby Academy, which closes about the middle of December, has been gratifying both in the number and character of the students. The large outlay which is now yearly made to improve the commodious and substantial buildings of this institution assures the public of the settled purpose of its managers to offer to its patrons a school first-class in its buildings, as well as in its corps of instructors.

The lecture course under the direction of the literary societies of the academy opened on the 22d ult., with a concert which was successful and entertaining. Year by year the literary societies give, in the fall term, a course of lectures of high merit, and it is the purpose that the course of the present year shall fully maintain the standard.

WILLIAM F. YORK, Esq., of Nashua, a stonecutter by trade lectured in Academy Hall, Thursday, the 21st ult., before the students of Colby Academy and citizens, on "A Chip of Marble," or the rocks under our feet. The lecture was illustrated by many diagrams drawn by the speaker to show the distribution of the different limestones, and the shells which enter into their formation, and the action of polyps in building reefs. The speaker had on exhibition a large, rare, and beautiful collection of lime stones. Mr. York delighted and instructed his audience by his able and graceful presentation of the subject of limestone formations.

## NEW JERSEY.

The program for the state teachers' association to be held Dec. 28, 29, 30, is nearly completed. Prof. N. Murray Butler, of Columbia College, will speak on "The Scientific Treatment of Education."

Lectures will be given by Rev. E. A. Winship, editor of the *Journal of Education*, and Prof. H. P. Warren, of Lawrenceville, Detroit. Supt. James McAllister, of Philadelphia, will present "Sub-Primary Education," and Col. F. W. Parker, Principal of the Cook Co. Normal School, will discuss "Educational Tests." The other subjects to be presented will include manual and technical training, music in education, penmanship, and perhaps other school work.

The committee having charge of the Industrial Exhibition consists of C. A. Hoyt, W. H. Barry, R. Spaulding, A. J. Demarest, W. M. Giffin, and W. F. Robinson.

The annual meeting of the reading circle will take place on Wednesday afternoon, Dec. 23. An address will be given and officers elected. The teachers who began the course of reading last spring will complete the year's work and receive certificates in January. A second class has been formed to read the same works and to complete the course next June. There will be two classes each year hereafter, beginning in January and September, respectively, both engaged in reading the same works.

An institute was held at Bridgeton, Cumberland Co., beginning Nov. 11.

## NEW YORK.

PRIN. HERBERT BROWNELL, of Deansville, is organizing a pupils' association in his school whose objects are: to develop and maintain a public interest in the school; to aid in securing such conveniences and apparatus for the school-rooms, and such improvement in the appearance of the rooms and grounds as shall render them more cheerful and attractive, and to promote in all ways and by all means the welfare and interests of the school, both in general and in detail.

The association provides for a permanent organization, by the adoption of a few articles defining the duties of the officers to be annually elected, and the standing committees appointed for the year. It is proposed to hold monthly meetings; to extend the membership outside the school; to provide funds by requiring a small membership fee, and a nominal annual fee, and by such public entertainments and other means as may be found expedient; and it is further desired, to give to the regular meetings both social and literary as well as business features.

At a late meeting of the Board of Education, of Corona, L. I., a resolution was adopted appropriating \$12,000 for the erection of a new school building. This means progress. The principal, Mr. E. A. Cambell is assisted by five teachers at the present time.

The following resolutions were read and heartily adopted, at the close of a course of lectures delivered by Dr. A. D. Mayo, before the state normal school, Oswego, N. Y.:

"We, the undersigned, in behalf of the teachers and pupils of the normal school, and the teachers and citizens of Oswego, desire to thank Dr. Mayo for the course of lectures he has given in this city."

"We have found in these lectures a power that uplifts mentally and morally. We recognize in them a thorough comprehension of the principles of education and the most catholic spirit in their application. We regard them as models of style—clear, direct, eloquent—enforcing the profoundest truths by the simplest, yet most telling means. We believe Dr. Mayo is doing for educational science what Agassiz did for natural science, namely, popularizing it, bringing it within the grasp of the many."

"In our opinion, Dr. Mayo is the long-sought 'missing link,' uniting the teacher and his theories to the world and its needs."

[Signed.]

MARY V. LEE,  
CAROLINE L. G. SCALES,  
MARY DAVIS MOORE.

The fall meeting of the Westchester County Teachers' Association was held Nov. 6, at School No. 1, Tarrytown, Chas. E. Nichols presiding. A lesson in composition was given by Miss Anna C. Clothier to a class of sixth-year pupils. The subject was a stuffed bald eagle. She talked about it, and got the scholars to talk about it and tell its prominent features and characteristics. She then gave them a few minutes to write the result of their observations.

CHAS. E. GORTON, superintendent of the Yonkers schools, opened the discussion by remarking that the object of the lesson was to teach the scholars to compose readily, and write accurately and logically. Teaching composition is felt to be irksome because not rightly conducted. Too much attention is given to the penmanship and punctuation, and too little to the thought. A child should be taught to write with its first word and keep on writing. Mr. Gorton was followed by Principal Wilcox, Mr. Dunbar, Mr. J. W. Skinner, and others. A lesson was given in primary arithmetic to a class of seven-year pupils by Miss Carrie E. Pierson. They multiplied, subtracted, and added. The addition of logs



columns of figures was so rapid, that few in the audience could keep pace with them.

A lesson in Grecian History was conducted by principal George F. Cole, to a grammar school class. It was taken up by topics. The pupils had studied for three weeks and showed a surprising familiarity with facts and dates.

An admirable address was delivered by Prin. Alexander Drummond on "How to Secure Attendance." He insisted on exact punctuality, and scholars were stimulated to distinguish themselves and their class by regularity and punctuality. No excuses were allowed. Promotion was made to depend on attendance. The class that obtained one hundred per cent. had the last half day for holiday. If they fell short, the most punctual class was allowed to leave earlier on Friday.

PROFESSOR BEANCE delivered a very interesting and brilliant address on "Penmanship." He showed how the pen could be held right, and how the curves could be made easily and gracefully. In his class of one hundred pupils, in Brooklyn, every scholar holds his hand and pen correctly.

New York City.

Supt. J. W. SKINNER.

#### PENNSYLVANIA.

PROF. W. J. SOLLEY and Fred. Schneider have each opened business schools at Wilkesbarre.

DR. EDWARD BROOKS, Silas Neff, and Supt. James will be instructors at the Luzerne Institute.

The teachers of Hazleton have adopted the course of reading recommended by the Chautauqua Teachers' Reading Union.

DAVID B. GILDEA has been elected superintendent of the schools of Plymouth township, and Ralph M. Geddis principal of the schools at Northumberland.

Supt. THOMAS M. BALLIST was one of the leading instructors before the Allegheny County Teachers' Institute, held the past week.

J. O. SPENCER, formerly principal of the schools at Kingston, this state, has charge of a seminary at Tokio, Japan.

Supt. COUGHLIN, of Luzerne, was one of the instructors before the teachers' institute, held at Pottstown, Montgomery County, last week.

MISS MARY E. SPEAKMAN, lately connected with the West Chester State Normal School, has taken charge of the Friends' school at West Chester.

The city of Wilkesbarre is divided into three school districts. Principal McConnon, of the first district, receives a salary of one thousand dollars per annum; Principal Harrison, of the second district, eight hundred, and Principal Potter, of the third district, sixteen hundred dollars per year.

Kingston, State Correspondent.

WILL S. MONROE.

A teachers' institute for Lackawanna County was held at Scranton, November 1, 2, 3, 4, and 5. Miss Matilda H. Ross gave instruction in primary work; Dr. G. G. Groff, in physiology. H. E. Cogswell had charge of the meeting. Prof. Geo. E. Little, of Washington, D. C., gave instruction in drawing. Monday evening C. E. Bolton lectured on "America's Struggle for Freedom;" Tuesday, Col. P. J. Sanford, on "Paris in War Time;" Thursday, Eli Perkins, on "The Philosophy of Wit and Humor."

#### SOUTH CAROLINA.

REV. J. E. MAHAFFEY will continue to teach at Duncans, Spartanburg county. His patrons guarantee a good salary for another year.

J. T. CROWLEY, L. I., will remain in charge of the Philadelphia High School, Glenn Springs, Spartanburg county.

K. E. CLEMENT, L. I., has recently taken charge of the academy at Cowpens, Spartanburg county.

Fourteen school-buildings in Charleston were damaged by the great earthquake of August 31.

The Bennett school, Charleston, resumed its exercises on Nov. 1. Five hundred and thirty-five pupils were enrolled the first day. The school now occupies the Waverly House, a building formerly used as a hotel. The Bennett school building, one of the best in the city, was badly damaged by the earthquake. Mr. F. W. Clement is principal.

Officers of the South Carolina State Teachers' Association are as follows: president, D. B. Johnson; vice-presidents, A. S. Townes, V. C. Dibble, R. Means Davis, Wm. S. Morrison, A. McP. Hamby, Rev. G. W. Holland, D.D., J. F. Brown; secretary and treasurer, Wm. S. Morrison, Greenville, S. C.; executive committee, R. Means Davis, L. B. Haynes, A. R. Banks, D. B. Johnson, H. W. Pemberton.

MR. E. R. DOYLE will remain at Westminster, Oconee county. He went there in 1882, when the school was in a low state. By hard work and good management, mixed with many difficulties and discouragements, he has succeeded in building up a school of which he has a right to be proud, and which his people appreciate. The people have shown their appreciation by building a \$1,500 school-house. So says the *Carolina Teacher*.

EDWARD E. BRITTON, formerly of the graded school at Union, and afterwards of the female college at Laurens, now handles the hickory at Bennettsville.

J. C. CORK is teaching at Ninety-Six, Abbeville county.

L. H. FORD, of Tennessee, has entered upon the discharge of his duties as superintendent of the Spartanburg city schools. The schools have begun their third year under favorable auspices.

COL. ASBURY COWARD, who has been the efficient state superintendent of education for the last two terms (four years), was defeated for re-nomination at the late Democratic State Convention. Col. J. H. Bloe received the nomination, which is tantamount to an election.

#### NEW YORK CITY.

ASST. Supt. JOHN H. FANNING is a native of this city, was educated in its public schools, and in 1838 was appointed a teacher. He advanced rapidly in his profession, and in 1844 succeeded the late Andrew V. Stout as principal of Grammar School No. 13 (now No. 12), in the Seventh Ward, which position he held for twenty-six years. While principal, he was for a long time an instructor in mathematics in the Saturday Normal School, which held its session in the present hall of the Board of Education, and subsequently in the Twelfth Street school building, where the female department of No. 47 daily assembles. In this institution, which preceded the establishment of the present normal col-

lege, he was associated with several well-known educators—Messrs. Kiddle, Hunter, Scott, and Harrison, in the higher education of young female teachers. In 1870, he was elected as assistant superintendent of schools, a position which he still fills. Mr. Fanning is a gentleman, possessing a genial disposition, well qualified to discharge the duties of his position, and is highly esteemed by all teachers, whose classes he has ably examined for the past sixteen years.

#### REPRESENTATIVE EDUCATORS OF THE WEST.—II.

By C. DEAN.

PROF. A. F. NIGHTINGALE.

An examination into the records of Prof. Nightingale's educational career reveals facts which are convincing proofs that he richly deserves the reputation that has given him the credit of being one of the representative educators of the west.

Prof. A. F. Nightingale is a native of Quincy, Mass. He attended the public schools of that place; prepared for college in the Methodist Seminary, Newbury, Vermont; entered college at Wesleyan University, Middletown, Conn.; from which he graduated in the classical course in 1866, bearing with him the highest honors of the college, a Phi Beta Kappa key, and the valedictorianship of his class. His experience as a classical teacher, as president of a ladies' college, as city superintendent, and as high school principal covers a period of about twenty years. The first experience as instructor was in the Upper Iowa University, as professor of languages and elocution. This secured for him the reputation of being one of the promising educators of the west. He was then called to Evanston, where for three years he held the position of acting president of the ladies' college, relinquishing his duties upon its consolidation with the North-western University. From Evanston he accepted the chair of ancient languages and elocution in Simpson Centenary College, Iowa; but retained it only one year, having received a unanimous call to the city superintendency of the schools of Omaha, Nebraska. Here he established a system of public instruction second to none in the west; serving in the meantime as president of the State Teachers' Association and president of the State Sabbath School Association. Induced by an increase of salary, he accepted his present position, where for the past thirteen years he has labored with unflagging zeal and unqualified success.

Besides being an educator, Prof. Nightingale is a brilliant writer and a very effective speaker. In 1881 he delivered an address before the Chicago Educational Institute, on "The Value of a Classical Education." It was pronounced a very able argument, and was ordered to be published by the Institute. He is also author of "Requirements for Admission to American Colleges," which is published by Appleton & Co.

A visit to the institution where Prof. Nightingale presides, would satisfy the most critical, that there is one high school building in the United States perfectly constructed and finished. In its arrangements, convenience of rooms, perfection of appointments, and completeness of furnishing, the guiding hand of a cultured and far-seeing educator can be seen.

The Lake View High School is the only high school of the west that received a prize at the Centennial Exhibition of 1876, for the superior excellence of its pupils' manuscripts. A letter of commendation was received by the principal from Monsieur F. Buisson, president of the French Educational Commission, with the request that selected papers be sent to him at Paris, that he might publish extracts in his report to the French Government.

In the state competitive examinations which have occurred, this school has received ninety per cent. of all the premiums offered during those years in which it has taken part in the contest. From this result the school has received sixty-two prizes, fifty-six diplomas, and four hundred dollars in cash, which has been expended by the pupils in purchasing pictures for the school-rooms. Finally, Prof. Nightingale, who is ever careful of the health and welfare of his pupils, concluded to abandon these efforts, thinking it was too much of a strain on their nervous system.

George Jacob Holyoke, the eminent political economist of England, gave this school a very substantial compliment in an article entitled, "A Hundred Days Abroad." He says: "The day of most interest to me in Chicago was spent in the Lake View High School, of which Prof. A. F. Nightingale is principal, who resembles in his capacity of inspiring enthusiasm for excellence, that which we honor in some of our teachers at home." He pronounced "Lake View College a real school."

## LETTERS

PHYSIOLOGY.—What do you consider the best method of teaching physiology?  
F. P. SMITH.

The method must vary somewhat with the age of the pupil. But the following general directions will apply to any class: Teach physiology in such a way as to make it practical. Let physiology and hygiene go hand in hand. Teaching the structure of the body will be of little value if it does not show how to take care of the different organs. Make the students enthusiastic over fresh air, exercise, and proper food. Teach the structure of the different organs objectively as far as possible. If you have no skeleton, get the bones of animals and examine their shape and structure. Almost any boy can find a skull for you. Prove the statements in the book by dissecting the heart and lungs of a sheep. Show the relative positions of the organs by dissecting some small animal like a rabbit or cat. Let nothing debar you from making this one of the most interesting and practical of studies.

PROGRAM.—I would like a program for a school numbering from 14 to 20. The grades range from primer to fifth reader.  
N. P.

In allotting the time for the several recitations, the age and attentive powers should be considered. For beginners a five-minute period is sufficiently lengthy, and will be entirely satisfactory if repeated several times during a day. For advanced pupils a period exceeding thirty minutes for any one branch is of too long duration. And now, after considering time, comes perhaps the most difficult problem: "In what order shall our classes be arranged?" It will be seen that all our common school branches may be separated into three distinct heads, viz.: memory, reasoning, and mechanical studies. The teacher forgets, or else never stops to consider that to have memory subjects follow in regular succession affords no rest for that faculty of the mind; and the mind of the pupil, in order to develop, needs rest. To afford this rest, a study entirely different from its predecessor in its relation to the faculties of the mind, should be chosen, and with this thought carefully considered, a really good program may be constructed.

The subjects taught in common schools may be classified as follows: Memory—1. History; 2. Geography; 3. Orthography; 4. Physiology. Reasoning—Mathematics. Mechanical—1. Reading; 2. Penmanship; 3. Drawing.

The most satisfactory method I have found for arranging these subjects on a program, so as to afford the various mental faculties sufficient rest, is the following: 1. Grammar; 2. Reading; 3. History; 4. Mental Arithmetic; 5. Orthography; 6. Penmanship; 7. Geography; 8. Written Arithmetic; 9. Physiology. Other arrangements may prove equally satisfactory to other teachers, but in any arrangement it must be remembered that certain exercises are not suitable at certain times; for example, an exercise in penmanship should not follow a recess, neither should it be the last exercise on the day's program, for reasons which are obvious.

JAMES R. STEIN.

Anneville, Pa.

ROSA DARTLE AGAIN.—Rosa Dartle's queries suggest a change that must and will come over our school system. Heaven grant that its completion may be recorded among the triumphs of the nineteenth century. The educational edifice is at present standing bottom-side up. The weakest stones are in the foundation, out of sight, and to prevent the crumbling of the building various strenuous endeavors are made to support the superstructure by artificial means. In other words, teachers who do not know how to teach are placed in primary classes, and to make up for their bad work, teachers who could and would teach well if permitted to do so, are obliged to cram instead. The soil not being properly prepared, the tree will not bear apples, and it becomes necessary to hang sham apples upon it. The appearance is good, and the public applauds; but when the fruit goes to market its fraudulency is soon discovered.

To hasten the change so much needed, teachers should educate public opinion and besiege trustees with the difficulties of grafting good teaching upon bad. A girl immediately after graduation is more competent to take charge of a grammar class than to apprehend and lead the crude thoughts of a little child. The learning department for teachers should be where the first steps have long been taken, the intellectual machinery set in full operation, the habits of study fully established. Make your friends see this. The yeast will work in time. AGNES WICKFIELD.

NUMBER.—How would you teach a class of beginners to read and write numbers? I have tried every method that I ever heard of, and am still in the dark as to the method that will succeed with my class.  
I. T. S.

You may be trying to teach them to read and write something that they do not comprehend. First teach them by the use of objects all the combinations and separations of numbers from one to ten. These numbers will mean something to them, they will write them intelligently. Require much work in practical problems, give them a knowledge of denominate work in quarts, pints, pecks, and bushels. It will be two or three years before the beginner will be ready to read and write numbers as high as one thousand. The subject should be developed step by step, year by year. Failure will result in attempting to teach beginners notation and numeration in one, two, or three lessons. For a device in presenting the subject see, "Brief Lesson Plans."



## BOOK DEPARTMENT.

## NEW BOOKS.

NEW HISTORICAL ATLAS AND GENERAL HISTORY. By Robert H. Labberton. 194 Maps. New York: Townsend MacCoun. \$2.40.

Considering Dr. Labberton's former atlas one of the most useful of our reference books, and knowing that his "Outlines of History," when issued in 1871, ran rapidly through twelve editions, we have looked forward to the coming of this new General History as a text-book of more than ordinary interest. To say that it meets our expectations were faint praise. It is rare that a specialist of international reputation as one of the best authorities, is permitted to complete over half a century of practical teaching, and still more rare that he can embody his experience in book-form for the benefit of his fellow teachers and their classes. Dr. Labberton says he has given what he considers most essential for all to know, and every page bears witness that he has not only done so, but has given us also an exceedingly interesting narrative, brief, but clear, and wonderfully suggestive. Just the kind of a text-book to make boys and girls love history.

It is however in his maps that the chief charm of the book lies. Beautifully engraved, there is a simplicity about them very attractive in these days of over-crowding, while a closer examination shows their completeness in every necessary detail. As every period has a map, and every nation its own distinctive color, which it always retains, they form in themselves a panorama of events effective in the highest degree.

Striking instances of this are seen in the earlier maps of the American series (49 in number), where the English, French, and Spanish colors come to this country and contend for supremacy.

A few moments' study of the maps on the early American colonial charters and grants will fix forever this perplexing period of the settlement, and show the development of the thirteen original states.

As it is the only single volume whose maps cover all periods of history, and the only one in which a child can find the map for any particular date instantly, without the possibility of error, we predict for it a most cordial reception from all teachers of whatever grade, and recommend them to give it a permanent place upon their desk beside the dictionary.

ENTERTAINMENTS IN CHEMISTRY. Easy Lessons and Directions for safe Experiments. By Harry W. Tyler, S.B. Chicago: The Interstate Publishing Co. Boston: 80 Franklin Street. 79 pp. 55 cents.

Among the issues, in the educational line, of the Interstate Publishing Co. is this little volume, which the author has prepared to show young people exactly what chemistry is, and something of how to study it. In doing this, Professor Tyler has described a series of experiments which can be performed without the aid of costly apparatus, at home or in the school-room, but which demonstrate the main principles of the science just as accurately as those involving greater skill and knowledge. The experiments have been selected to interest the student in tracing out some of the more simple relations between facts, rather than merely to entertain and amuse. The book is divided into twelve chapters, which indicate its simplicity and practical character. The following is the order of arrangement:—Some experiments with an invisible gas; The gases which form the air; The chemistry of the candle; Combustion and explosion; "A glass of water;" The solution of metals; Sulphur; Hydrogen; Ammonia; A visible gas; Soap; The chemistry of yeast. This book is written in a clear and conversational style, without the use of more technical terms than is absolutely necessary. Its simplicity is its great charm, and while the author does not lay any claim to great originality, he feels that a glimpse is given of the great subject upon which it treats, and thus it will be a most valuable book for the young.

THE MARQUIS OF PENALTA. (Marta Y Maria): A Realistic Social Novel. By Don Armando Palacio Valdes. Translated from the Spanish by Nathan Haskell Dole. New York: Thomas Y. Crowell & Co., No. 13 Astor Place. 342 pp. \$1.50.

In this story we find something quite rare, as it is a translation from the Spanish. Its literature is of a most pleasing kind,—full of humor, pathos, and sympathy. It is a tale of two sisters, daughters of a chief family in a Spanish seaport town. The elder sister, Maria, leaves the romance of literature for the romance of religion, and abandons home, parents, and lover, to become a nun. The younger sister, Marta, remains a consolation, and is represented as sweet, joyous, and frank in her disposition, and a great comfort to the bereaved parents. All through the book it has skillfully portrayed the social life of the quiet town, and a variety of scenes, graphically drawn, pass before the reader. Among the sixteen chapters of which the volume is composed are the following: In the street; The soiree at the Elorza Mansion; The nine days festival of the Sacred Heart of Jesus; The road to perfection; In search of Mening; Husband or soul; A strange circumstance; Gathered threads—in which are told the labors of a Christian virgin; Pallida Mors; Let us rejoice, beloved; The Marquis of Penalta's dream. The book is attractively bound in light brown, with gilt lettering on the covers, and quaint designs of a grotesque nature.

Classics for Children. GULLIVER'S TRAVELS. I. A Voyage to Lilliput. II. A Voyage to Brobdingnag. By Jonathan Swift. Edited for Schools, with Notes, and a Sketch of the Author's Life. Boston: Ginn & Co. 159 pp. 35 cents.

The design and execution of these "Classics for Children" are excellent, and give great pleasure and satisfaction to the young, especially for whom they are prepared, besides being so well adapted for school use as readers. Gulliver's Travels is a book that stands alone by itself, and is as unique in its way as is the famous Robinson Crusoe. Its first appearance, which took place in 1726, took everybody by surprise, and in a short time every one, young and old, was reading it. Many read it for the sake of the a amusing story itself, and others for the satire it contained on public men and public affairs. This celebrated production is too well known to need any commendation. Its queer impossibilities and imaginings are charming to the excitable mind of children, and consequently fill an important place in their literature. Each of these "classics" is printed in large type, on good paper, and firmly bound.

Riverside Literature Series. THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN. With Notes, and a Chapter completing the Story of his Life. Part II., from 1782 to 1797: With a sketch of Franklin's life from the point at which his autobiography ends, chiefly drawn from his letters. Houghton, Mifflin, & Co., Boston: 4 Park St.; New York: 11 East 17th St.; Cambridge: The Riverside Press. 398 pp. Single numbers, 15 cents. Yearly subscription (19 numbers), \$1.25.

The Riverside Literature Series is the result of a desire on the part of the publishers to issue in a cheap form, for school use, some of the most interesting masterpieces of our standard authors; and in order that the reader may be brought into close contact with the writer of each masterpiece, it is given as it was written, without alteration or abridgment. Notes also accompany the article, and while they are not voluminous, they are sufficiently helpful. Part II. of the autobiography of Franklin is composed of short chapters, each with a separate title. We find them to consist of the following subjects: Education.—George Whitfield.—Beginning of public life.—A public-spirited gentleman.—A Philadelphia citizen.—In the service of the king.—Common sense in war matters.—Franklin, the philosopher.—Departure for England. Following the last chapter is found a sketch of his life, which begins where the autobiography ends, and is drawn chiefly from his letters. All through the book are the choice and witty sayings for which Franklin is celebrated. His criticism on the "American Eagle," the bird that represents our country, and the quaint epithet which he prepared for his own use, when he was twenty-three years of age, but which was not placed on his monument, are found at the close of the sketch.

FLOWERS FROM DELL AND BOWER. Poems illustrated by Susie Barstow Skelding. New York: White, Stokes, & Allen.

Poetry and flowers are a fit combination. The colored plates in this volume, of roses, arbutus, daisies, lilies, sweet peas, violets, and azaleas, are good reproductions of the artist's work. They are accompanied by complete and quoted poems relating to the flowers, familiar poetry by Burns, Barry Cornwall, Bryant, Keats, Thomson, Rossetti, and lesser known verses by George MacDonald, Leigh Hunt, Cowley, Lovelace, and Morris. Fac-similes of Lucy Larcom's and Helen Hunt's manuscript add to the interest of the volume. The shape is square, and the printing and general appointments suitable to holiday times.

A VISIT FROM SANTA CLAUS. By Clement C. Moore. Illustrated by Virginia Gerson. New York: White, Stokes, & Allen.

The vivid picture of Christmas Eve which Moore's rollicking poem conjures up, has been perpetuated in color by Miss Virginia Gerson. The verses will be doubly treasured by the little folks in this form, especially if they appear in a Christmas stocking. The illustrator has kept the holiday flavor of the poem admirably.

THE SUN AND STAR CALENDAR. New York: White, Stokes, & Allen. \$1.00.

Celebrated make very desirable Christmas gifts for men of business or the family at home. Their use has probably continued their popularity as holiday presents. The Sun and Star Calendar is a novel presentation of the days of the week. Each month appears on a silver star, with a circular background of gilt, and the twelve are tied together with a ribbon.

SONGS OF BIRDS. Edited by Susie Barstow Skelding. New York: White, Stokes, & Allen. \$1.00 and \$1.50.

The two bindings in which this book comes are unique. One is decorated by hand, and the other is printed in green and gold. There are four colored plates (full-page) and selected poems. One is a fac-simile of Mrs. Sangster's MS. of "Sweet was the Song of the Robin." The book is dainty and unique.

SONGSTERS OF THE BRANCHES. Edited by Susie Barstow Skelding. Illustrated by Fidelia Bridges. New York: White, Stokes, & Allen. \$1.00.

Four full-page illustrations, in color, and half a dozen poems, are tied together in book-form. The illustrations are of orioles, the thrush, the song sparrow, and chickadees, and the poems are appropriate. Miss Fidelia Bridges does especially good work in relation to birds and flowers, and the four examples in this book are well produced and printed on paper that retains the water-color effect. The cover is burnished in silver and gold, and is very effective.

BIRDS OF MEADOW AND GROVE. Edited by Susie Barstow Skelding. New York: White, Stokes, & Allen. \$1.00.

Poems by Jones Very, John G. Whittier, Mary Bradley, Celia Thaxter, and others, and a fac-simile of Dora Read Goodale's "Flown Away," are bound with four exquisite bird designs, by Fidelia Bridges. The result is an interesting gift-book for 1886, superior in many respects to those of last year, which this publishing house made popular.

FAMILIAR BIRDS, AND WHAT THE POETS SING OF THEM. Edited by Susie Barstow Skelding. Illustrated by Fidelia Bridges. New York: White, Stokes, & Allen. \$5.00.

This novel association of birds with their interpreters belongs among the satisfactory gift-books of the season. The illustrations of orioles, song sparrows, robins, chickadees, and other birds, are faithfully executed, by an artist whose work is characterized by an exquisite delicacy that always calls forth admiration. The poems are well chosen and significant. The cover design is noticeable for its elegance, and the printing and binding are in harmony.

THE FULL STATURE OF A MAN. By Julian Warth. The Round World Series. Boston: D. Lothrop & Co. \$1.25.

We have here the initial volume in this series, and it is a good opening for it. The author, Julian Warth, has some very decided opinions upon matters which are disturbing society at the present time: labor, socialism, church-going, and other kindred things, and presents his arguments in a clear concise manner. He deals with the labor question by showing the results of long hours and low wages upon laborers and industrial workers, and tracing their reflex action upon the community at large. For checking the spread of socialism the author believes in making the laboring people property holders. "The moment a man owns a few feet of ground, even, with a shanty on it, you make a conservative of him; and if he has ever owned a bit of a red flag his wife will put it into the fire for him, if he doesn't." His claim is that the present system of

charity breeds paupers; that all men should be made and should be given the opportunity to earn. These ideas are worked out in the course of the book, not, as we have said, obtrusively, but incidentally, and through the conversation of the characters. The story as a story is bright and full of incident.

THROUGH A MICROSCOPE. By Samuel Wells, Mary Treat, and Frederick LeRoy Sargent. Chicago and Boston: The Interstate Publishing Co. 16 mo., cloth. 60 cents.

Each of the writers who has contributed to this book, is an authority in that branch which has been treated by his or her pen, and both teachers and students will find much herein to interest and instruct them. Part I. and II. deal with the elements of microscopy and the preparation of articles for observation, etc. In Part III., Mr. Sargent tells how home-made microscopes may be prepared and used. Each chapter in the book treats specifically one matter; as follows: Through a Microscope, The Outfit, The Objects, Home Experiments, Cocultivate Water, Interesting Objects, The Brickmaker, The Vorticellae, The Utricularia, Free Swimming Animalcules, On the Beach, Rizopods, How to See a Dandelion, How to See a Bumble Bee, and Some Little Things to See. The book begins with the rudiments, and tells the young student exactly how to proceed in his investigations; what to do, how to do it, and the reason therefore. It will produce a new interest in school and the subjects brought up for instruction, and the pupil's powers of observation will be very largely developed. The book is well illustrated and printed in large type.

A LEISURELY JOURNEY. By William Leonard Gage. Boston: D. Lothrop & Co. \$1.

England and the Continent are the locations which this volume treats, the author having spent nearly a year and a half in leisurely travelling over the country, carefully observing all things that could interest an American. He had the good fortune to visit the Lake district of England during a season of bright weather; and for a month had lodgings in Dove Cottage, Wordsworth's old home at Grasmere. During this time, he strolled about the country, which is halloed by memories of Coleridge, Southey, Wordsworth, Tennyson, Ruskin, Faber, Prof. Wilson, Bishop Watson, DeQuincey, and others, whose names and works are familiar to Americans and Englishmen. Wales, the author found delightful, "a perfect treasure-house of romantic and lovely objects;" while for the Isle of Wight, he can find no words to do justice to its loveliness. Besides England and Wales, the author visited Germany, Switzerland, and the Engadine, and he gives us his impressions of each. His style is attractive and he possesses the faculty of presenting his descriptions in a way which brings people and scenery before the reader very vividly.

UNCLE TITUS. A Story for Children, and for Those Who Love Children. From the German of Johanna Spyri. By Lucy Wheelock. Boston: D. Lothrop & Co. \$1.

The scope of this story is well expressed in the sub-title: "A Story for Children, and for Those Who Love Children." There runs through it a simple yet forcible plot, a feature common to German writers. It is a contrast of characters, set in plain circumstances; and a little girl, Dora, becomes the heroine. Uncle Titus, a typical professor, immersed in papers and books; Aunt Ninette, his wife, a fussy, worrying creature; a whole family of good-hearted but noisy children;—all become improved and happy through the influence of Dora, the orphan. All the characters are made familiar before the story ends, which it does in true happiness: Discovered papers, long lost, are permanently brought together and wonderfully matched; separated hearts also being brought together by general consent. The publishers have done their share in issuing this volume, by clothing the story in large type, and a tasteful binding.

THE FAMILY. A Historical and Social Study. By Charles Franklin Thwing and Carrie F. Butler Thwing. Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. 213 pp. \$2.00.

Many questions relating to the origin of the human race are still unsolved, and one of the most important of them relates to the beginning of the family. It has been the aim of the authors of this volume to prepare in a thoughtful and careful manner, a historical and social study relative to the pre-historic family, the discussion of which is limited to two great branches of the human race,—the Semitic and the Aryan, or Indo-European races, the branches of which, the author shows, are distinguished from each other by well defined differences in language, customs, politics, and religion. Chapter II. discusses, The Family among Greeks, Romans, and Jews, showing it to be a religious institution. Chapter III. treats, The Family in the First Christian Centuries, with Christ's view of marriage and divorce, and opinions of the Church Fathers. Passing on is found, The Family in the middle Ages, The Family and the Church, Catholic and Protestant, The Family as a Basis of Social Order, The Family and its Individual Members, The Family and Property, The Family as a Social Institution, The Family Destroyed, The Family and Modern Divorce Laws. This last chapter gives a full discussion of the laws as to divorce in England and American Colonies, General Laws of Dissolution of Marriage. Causes in different states rendering marriage void. Laws as to divorce in Great Britain, Germany, Austria, Sweden, Norway, and many other nations. At the close of the book is an Appendix, giving a list of some of the chief works consulted, which are arranged alphabetically, according to authors, and being editions usually the most accessible. This volume, taken as a whole, is a most valuable addition to the library.

STUDY OF THE ENGLISH CLASSICS. By Albert F. Blaisdell. A. M. Fourth Edition—Revised. Boston: Lee & Shepard. \$1.

That this "Guide to English Literature" has reached a fourth edition is a good recommendation of the value of its contents, and it fully deserves all its success. As a hand-book for teachers, it serves its purpose excellently. The first chapter is an outline course of study in English literature; and the second, an introduction to the study of English literature. The third contains a number of selections for study, while all the others comprise selections or extracts from the writings of representative poets and prose writers. Its arrangement is somewhat different from that generally followed in other books for the same purpose. It commences with a review of those authors whose writings are most familiar,—Longfellow, Gray, Irving, Bryant, etc., and goes down to the earlier writers of merit, Chaucer, Bacon, etc. The last chapter deals entirely with miscellaneous topics: examination questions, text-books, cheap editions of English classics, etc.



Perhaps the most useful and remarkable school book published during the last decade, is the little volume on scientific instruction for children, "First Steps in Scientific Knowledge," by Paul Bert, Ex-minister of Education in France.

This book, we are informed, has worked a revision in the course of study in France. Previous to its publication, Natural History, Physics, Botany, etc., were taught only in the higher schools as in this country. Now there is scarcely a school in all France that does not teach the elementary sciences from this little book.

To use the words of one of the most prominent educators of this country: "It has made the teaching of elementary science possible in the common schools and in the upper grades of grammar schools." Certainly this is honor enough to satisfy the most ambitious. It is a great power, that of being able to interest children and direct the early steps in the right direction. We are beginning to realize this and are, therefore, paying Primary teachers larger salaries.

With this power Paul Bert seemed specially endowed. You read his book again and again; although written for children it has a fascination for all. No language can describe the style of the author. The book must be read. You are charmed, not only with the style, but with the methods employed. Take, for instance, the subject of Physiology. Many books have been written on this subject recently, and they are nearly all alike. Let us quote from the Physiology in this little book:

"This seems to astonish you. I think I can hear you say, it is really not worth while putting food in the blood merely that it may be destroyed! Besides, how could it be consumed, or burned? there is no fire in the interior of one's body.

Ah! but there is fire in the body; not a big raging fire, certainly, but a gentle fire, producing neither flames nor smoke. And the proof of this is, that we have (when I say we, I include with us mammals and birds), as I have already said and shown you, an internal heat of 98 degrees Fahrenheit, a temperature much higher than that of the surrounding air. In the depth of winter, or in the icy regions of the North, when the outer air is 50 degrees below the freezing-point, when the very mercury freezes in the thermometer, man still retains his USUAL TEMPERATURE. You see, then, there must be some internal fire that keeps up this heat.

But, you ask me, what can produce this fire? What produces it in the stove?—The coals we put in it.—Of course; but is it the coals alone? Ah! this puzzles you. What do you say?—Why, air is necessary: if you close the—"

Want of space forbids his explanation of how this heat is produced. You say this is difficult ground over which to lead the young pupil. Paul Bert takes him along a new path of such intense interest, that all the difficulties are forgotten.

Fortunately this book has been adapted for American schools and published in this country by J. B. Lippincott Co., 715 and 717 Market St., Philadelphia.

Only five per cent. of the Grammar Grade pupils reach the High School.

This little book could be taken with pleasure and profit in these grades. If this were done an interest would be awakened that would have a lifelong influence and lead many to further study. Who will say this is not the way to fill the High Schools?

#### DEATH OF PAUL BERT.

THE FAMOUS FRENCH SAVANT STRICKEN DOWN BY FEVER IN ANNAM.

PARIS, November 12.

News is received of the death by fever at Annam of M. Paul Bert, French Governor-General of Tonquin and Minister Resident to the Court of Annam. On Prime Minister de Freycinet announcing the sad event, the Chamber of Deputies immediately adjourned its sitting as a sign of respect.

By the death of Paul Bert France loses one of the most illustrious savants of the present century and the United States one of its most ardent admirers. Born in 1833, he graduated at Paris as a Doctor of Medicine, and thenceforward devoted himself to the study of physiological problems. So important were the results which he obtained in this branch of study that he was universally looked upon as the successor of the celebrated Claude Bernard, and on the latter's death became president of the National Society of Biology. He likewise held the Professorship of Physiology at the Sorbonne.

In 1872 he was elected member of the Chamber of Deputies, and became one of M. Gambetta's most devoted and trusted followers.

When Gambetta became Prime Minister in 1881 he nominated his friend as Minister of Public Instruction. Considering the professed atheism of Bert and his intense hostility to the Ultramontane portion of the Roman Catholic Church, the appointment excited the utmost surprise and indignation, and contributed greatly to the downfall of M. Gambetta.

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Prof. F. V. Irish of Lima, Ohio, is competent to do excellent work in Teachers' Institutes. He is scholarly and progressive and possesses the art of talking to teachers. His book, *Grammar and Analysis made Easy and Attractive by Diagrams* must command the attention of progressive teachers and superintendents of schools. —Hon. LeRoy D. Brown, Ohio State Commissioner of Common Schools.

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THEY ARE PURELY VEGETABLE  
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They act DIRECTLY and PROMPTLY on the Liver and Stomach, restoring the constipated organs to healthy activity, and are a POSITIVE and PERFECTLY SAFE CURE for

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I was engaged to row a race against John Biglin, at Springfield, Mass., July 15th, 1873. After rowing about a mile, I was attacked with vertigo, and

**Fell over in my Boat.**

Being taken ashore, I felt severe pains in my head and chest, as also my right side, from which I suffered for two years, during which time

**I was not able to Row a Stroke.**

I was attended by four doctors, who tried inward and outward applications, but without any beneficial effect. The doctors all told me

**I had Liver Complaint.**

Through the advice of a friend, I was induced to take Dr. Schenck's Mandrake Pills. In the course of a month I was able to row again. After the first or second dose, the pain left my side and head, and I continued taking the Pills until I was entirely cured.

Since then, whenever I feel sick, I take a dose of Schenck's Mandrake Pills, and have never been prevented from rowing or working. My family all use Dr. Schenck's Medicines with great benefit.

ELLIS F. WARD,  
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I am a great advocate of DR. SCHENCK'S MANDRAKE PILLS for Liver Complaint. I have used them for fifteen years, and I cheerfully say that I have always found them efficacious in regulating my stomach and liver. I have used all kinds of Pills, but found relief only in yours.

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Do not produce sickness at the stomach, nausea, or griping. On the contrary, they are so mild and agreeable in their action that a person suffering with Sick Headache, Sour Stomach, or Pain in the Bowels, is speedily relieved of these distressing symptoms. They act directly on the Liver, the organ which, when in a healthy condition, purifies the blood for the whole body. In all cases of Liver Complaint or Dyspepsia, when there is great weakness or debility, Dr. Schenck's Seaweed Tonic should be used in connection with these Pills.

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**THE PUBLISHERS' DESK.**

Teachers of the present day have come to realize that a child may easily comprehend certain ideas when presented to him in a simple, natural way, that he could not possibly understand if clothed in the stilted diction and scientific terms so commonly used in times past.

Coincident with this enlightenment on the part of the teachers, a number of simple, natural, interesting text-books have arisen to supplement the teacher's work. One of the most notable of these is the little volume on scientific instruction for children, "First Steps in Scientific Knowledge," by Paul Bert, ex-Minister of Education in France.

This book, we are informed, has worked a revision in the course of study in France. Previous to its publication, natural history, physics, botany, etc., were taught only in the higher schools, as in this country. Now there is scarcely a school in all France that does not teach the elementary sciences from this little book.

To use the words of one of the most prominent educators of this country: "It has made the teaching of elementary science possible in the common schools and in the upper grades of grammar schools."

Fortunately this book has been adapted for American schools, and published in this country by J. B. Lippincott Co., 715 and 717 Market St., Philadelphia.

Drawing has come to be recognized in our public schools, not only as among the important studies, but as one of the most important; and together with this recognition has come an understanding of the necessity for suitable models of form and design. One of the best series of this sort is that known as Prang's Drawing Models, which, in conjunction with the text-books on art education, published by the same firm, The Prang Educational Co., of Boston, constitute one of the most valuable means of properly teaching drawing in our public schools.

These MODELS have been specially designed for the teaching of form and drawing in primary and grammar schools. They consist of both Solids and tablets, arranged in a carefully graded series, are made with the greatest regard for accuracy and beauty, and are furnished at the lowest possible prices. They have been adopted by the leading cities of the country, and are absolutely indispensable to the correct teaching of form and drawing in every stage, and especially at the outset.

When the fair goddess of Liberty reared her noble head above the mists and fogs of New York Harbor on the 28th of October, the minds of the multitude below, quite naturally reverted to the grand alliance between France and our own country a hundred years ago. Thoughts of the old Continental army flitted through our brains; and while we are on the subject, allow us to call your attention to the beautiful ideal head of an old Continental soldier, as represented in the attractive card of Leward's French Dyeing and cleansing establishment of Fifth Ave., New York. It will be an item of decided interest to all our readers, this house is able to cleanse and dye the finest fabrics without injury.

"The pen is mightier than the sword," This is a proposition supported by the experience of ages. It is of first and highest importance that young students should learn to use the English in all its purity and power. Teachers and educators have come to realize this fact more than ever before, and the result has been an increased number of books whose special object is to teach the use of words and language in the most direct and natural method. Prominent among these works may be mentioned two books upon the catalogue of Van Antwerp, Bragg, & Co. These are McGuffey's Word List, containing more than ten thousand words from McGuffey's Primer and Readers, arranged in lessons for most convenient use; and Eclectic Language Lessons, by M. E. Thalheimer, designed to accustom children to a correct use of the elementary forms of speech, with as little reference as possible to the technicalities of grammar.

To these books may be added another on the same list, namely, White's Pedagogy, by Emerson E. White, LL.D., Supt. of Cincinnati Public Schools, which is a thorough and practical discussion of the science and art of school education.

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Mr. H. H. Warner, who was present at the time, said: "This is the first summer in years that I have not spent on the water. Been too busy."

"Then, I suppose you have been advertising extensively?"

"Not at all. We have always heretofore closed our laboratory during July, August, and September, but this summer we have kept it running day and night to supply the demand, which has been three times greater than ever before in our history at this season."

"How do you account for this?"  
"The increase has come from the universal recognition of the excellence of our preparations. We have been nearly ten years before the public and the sales are constantly increasing, while our newspaper advertising is constantly diminishing. Why, high scientific and medical authorities, now publicly concede that our Warner's safe cure is the only scientific specific for kidney and liver diseases, and for all the many diseases caused by them."

"Have you evidence of this?"  
"Abundance! Only a few weeks ago, Dr. J. L. Stevens, of Lebanon, Ohio, a specialist for the cure of narcotic, etc., habits, told me that a number of eminent scientific medical men had been experimenting for years, testing and analyzing all known remedies for the kidneys and liver, for, as you may be aware, the excessive use of all narcotics and stimulants destroys those organs, and until they can be restored to health the habits cannot be broken up! Among the investigators were such men as J. M. Hall, M.D., President of the State Board of Health of Iowa, and Alexander Neil, M.D., Professor of Surgery in the college of Physicians and Surgeons and president of the Academy of Medicine at Columbus, who, after exhaustive inquiry, reported that there was no remedy known to schools or to scientific inquiry equal to Warner's safe cure!"

"Are many persons addicted to the use of deadly drugs?"

"There are forty millions of people in the world who use opium alone, and there are many hundreds of thousands in this country who are victims of morphine, opium, quinine, and cocaine. They think they have no such habit about them—so many people are unconscious victims of these habits. They have pains and symptoms of what they call malaria and other diseases, when in reality it is the demand in the system for these terrible drugs, a demand that is caused largely by physicians' prescriptions which contain so many dangerous drugs and strong spirits, and one that must be answered or silenced in the kidneys and liver by, what Dr. Stephens says, is the only kidney and liver specific. He also says that moderate opium and other drug eaters, if they sustain the kidney and liver vigor with that great remedy, can keep up these habits in moderation."

"Well, does not this discovery give you a new revelation of the power of safe cure?"

"No, sir; for years I have tried to convince the public that nearly all the diseases of the human system originate in some disorder of the kidneys or liver, and hence I have logically declared that if our specific were used, over ninety per cent. of these ailments would disappear. The liver and kidneys seem to absorb these poisons from the blood and become depraved and diseased."

"When these eminent authorities thus publicly admit that there is no remedy like ours to enable the kidneys and liver to throw off the frightful effects of all deadly drugs and excessive use of stimulants, it is an admission of its power as great as any one could desire; for if through its influence alone the opium, morphine, quinine, cocaine, and liquor habits can be overcome, what higher testimonial of its specific power could be asked for?"

"You really believe then, Mr. Warner, that the majority of diseases come from kidney and liver complaints?"

"I do! When you see a person moping and groveling about, half dead and half alive, year after year, you may surely put him down as having some kidney and liver trouble."

"The other day I was talking with Dr. Fowler, the eminent oculist of this city, who said that half the patients who came to him for eye treatment were affected by advanced kidney disease. Now many people wonder why in middle life their eyesight becomes so poor. A thorough course of treatment with Warner's safe cure is what they need more than a pair of eye-glasses. The kidney poison in the blood always attacks the weakest part of the body; with some it affects the eyes; with others the head; with others the stomach or the lungs; or rheumatic disorder follows and neuralgia tears

them to pieces, or they lose the powers of taste, smell, or become impotent in other functions of the body. What man would not give his all to have the vigor of youth at command?"

"The intelligent physician knows that these complaints are but symptoms; they are not the disorder, and they are symptoms not of disease of the head, the eye, or stomach, or of virility, necessarily, but of the kidney poison in the blood, and they may prevail and no pain occur in the kidneys."

It is not strange that the enthusiasm which Mr. Warner displays in his appreciation of his own remedy, which restored him to health when the doctors said he could not live six months, should become infectious and that the entire world should pay tribute to its power. For as Mr. Warner says, the sales are constantly increasing, while the newspaper advertising is constantly diminishing. This speaks volumes in praise of the extraordinary merits of his preparations.

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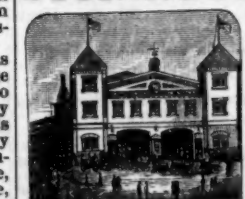
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Elegant Steamers Rhodé Island and Massachusetts  
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I have made the disease of FITS, EPILEPSY or FALLING  
SICKNESS a life-long study. I cannot say I have cured  
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Address Dr. R. G. ROOT, 149 Pearl St., New York.



## Chronic

Catarrh destroys the sense of smell and taste, consumes the cartilages of the nose, and, unless properly treated, hastens its victim into Consumption. It usually indicates a serofulous condition of the system, and should be treated, like chronic ulcers and eruptions, through the blood. The most obstinate and dangerous forms of this disagreeable disease

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## Catarrh

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One of the banners displayed at Mr. Gladstone's reception in Edinburgh the other day, bore the following couplet:

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A recent advertisement contains the following: "If the gentleman who keeps the shoe store with a red head will return the umbrella of a young lady with whalebone ribs and an iron handle to slate-roofed grocer's shop, he will hear of something to his advantage, as the same is the gift of a deceased mother now no more with the name engraved on it."

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<b>CASH ASSETS</b>	<b>\$7,618,116 08</b>

**SUMMARY OF ASSETS**  
Cash in banks \$945,706 00  
Bonds & Stocks, better list than in 1878 \$2,750,000 00  
United States Bonds (market value) 2,879,500 00  
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State & City Bonds (market value) 223,000 00  
Loans on Stocks, payable on demand 152,850 00  
Interest due on 1st January 1886 97,536 02  
Premiums uncollected & in hands of agents \$24,790 30  
Total Assets 1,272,032 77

**TOTAL** \$7,618,116 08

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